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ABSTRACT

This study examines selected administrative factors to discover their impact upon the functioning of a secondary school counselor. Three major null hypotheses are stated: there is no relationship between senior high school counselor' functions and (1) the organizational pattern of guidance of pupil services; (2) the competencies implied by professional preparation and experience; and (3) the financial support for the guidance and pupil services program. Twenty-eight specific variables are examined. Findings indicated that only three of the 28 variables significantly influenced counselor functioning time-wise: (1) whether the counselor was trained primarily in Maryland; (2) the size of the county by secondary school enrollment; and (3) the number of guidance supervisors per county. Where these variables were operative, counselors were found to be devoting more time to counseling and consulting, and less time to coordinating and other non-guidance duties. Conclusions and recommendations are presented. (TL)

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SELECTED ADMINISTRATIVE FACTORS AND GUIDANCE FUNCTIONS

by
Annabelle E. Ferguson

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APPROVAL SHEET

Title of Thesis: Selected Administrative Factors and Guidance Functions: A Study of the Impact of Organization, Staff, and Finance upon Guidance Functions

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ABSTRACT

Title of Thesis: Selected Administrative Factors and Guidance Functions: A Study of the Impact of Organization, Staff, and Finance upon Guidance Functions

Annabelle E. Ferguson, Ph.D., 1970

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This study investigated the relationship between the administrative factors of organizational patterns, staffing considerations, and financial support of the guidance program and counselor functioning.

Purpose of the Study

The purpose of the study was to examine selected administrative factors to discover their impact upon the functioning of a secondary school counselor.

Statement of the Problem

The problem inquired into by the study was to discover whether there were significant relationships between (1) the administrative factors of organizational pattern, staffing considerations, and financing and (2) the functioning of guidance personnel in the public senior high schools of the twenty-three counties of Maryland. Three major null hypotheses were stated: there is no relationship between the functions performed by senior high school counselors and (1) the organizational pattern of guidance and pupil services, (2) the competencies implied by

professional preparation and experience, and (3) the financial support provided for the guidance and pupil services program. Within these three major hypotheses twenty-eight specific variables were examined.

Methods of Procedure

A conceptual model of counselor functioning based on the responsibilities of counseling, consulting, and coordinating, as defined by Wrenn,[1] was developed and then validated by a survey of twenty-four Maryland supervisors of guidance. An Activities Log based on the "ASCA Statement of Policy for Secondary School Counselors"[2] was developed and then maintained by one hundred and seventy-two counselors in sixty-five secondary schools of the Maryland counties one day per week for ten weeks.

On the basis of the activity performed, the persons involved, and the purpose of the activity, the completed logs were computer sorted for each counselor into the fifty ASCA functions and into the four Wrenn categories. Counselor Types and Counselor Type Scores based on the conceptual model were derived and examined for relationships to the selected administrative factors for which information had been collected by survey. The chi-square and Pearson product-moment correlation techniques were utilized to study these relationships.

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[1] C. Gilbert Wrenn, The Counselor in a Changing World (Washington, D.C.: American Personnel and Guidance Association, 1962).

[2] American School Counselor Association, "Guidelines for Implementation of Policy Statement" (Washington, D.C.: American Personnel and Guidance Association, 1964

In addition, Counselor Type means for each selected variable were analyzed using the simple one-way analysis of variance technique and applying the F-ratio test at the .05 level of significance.

Summary of the Findings

The statistical null hypothesis was retained for all but three of the specific variables. Analysis by the chi-square technique yielded a statistically significant result at the .05 level for the relationship between counselor training within the State of Maryland and counselor functioning. The analysis of variance by F-ratio yielded statistically significant results at the .05 level for two variables--county size by secondary school enrollment and the number of guidance supervisors per county.

Maryland senior high school counselors were found to be devoting 31.74 percent of their time to counseling with students; 16.84 percent to consulting with parents and staff; 24.79 percent to coordinating guidance activities; and 26.32 percent to other school responsibilities, including clerical chores. These amounts of time were in contrast to the 56.5 percent for counseling, 20.5 percent for consulting, 13.0 percent for coordinating, and 10.0 percent for other duties, which were derived as expectations of the Maryland guidance supervisors for an average counselor.

The survey of administrative factors revealed that there were organized under the Pupil Services Pattern 48 percent of the twenty-three Maryland counties, 73 percent of the secondary counselors, 78 percent of other pupil services workers, and 68 1/2 percent of the secondary students. Within the schools 11 1/2 percent were lone counselors; 62 1/2 remained with the same counselees over a period of three or more years; and four percent were assigned strictly by specialization of the guidance function.

Of the participating counselors the median age was 41.25 years; 80 percent were certified; 77 percent held a master's degree; and 58 1/2 percent were males. Means for professional background were: teaching--9.006 years; counseling--6.384 years; other work--5.541; graduate credits in guidance--34.5.

The average per pupil guidance expenditure was $24.65; the mean gross pupil/counselor ratio, 433.8/1; the mean counselor/supervisor ratio, 77.1/1. Clerical assistance was provided in 81 percent of the guidance departments, and some guidance services were provided during the summer months by 67.7 percent of the schools.

CONCLUSIONS

This study did not find empirical evidence to support the assumption that counselor functioning was influenced significantly by the impact of the selected administrative factors considered with the exceptions of counselor training within the State of Maryland, county size by secondary school enrollment, and the number of guidance supervisors per county.

The study did indicate that Maryland senior high school counselors were performing the functions recommended by the American School Counselor Association to varying degrees and with differing priorities.

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SELECTED ADMINISTRATIVE FACTORS AND GUIDANCE FUNCTIONS

A Study of the Impact of Organization, Staff, and Finance upon Guidance Functions

by
Annabelle E. Ferguson

Dissertation submitted to the Faculty of the Graduate School
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of the requirements for the degree of
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CHAPTER I

INTRODUCTION

In the United States today accountability for public stewardship has become more demanding as tax monies have increased in support of professional activities.[1] Consequently, school administrators are faced with the need to understand thoroughly the various programs for which they have responsibility and to know precisely what the personnel involved in these programs are doing.

An assessment of the extent to which expected functions related to required services are being performed is basic to expediting the maintenance and further provision of such services. One program which presents administrators with an especially perplexing challenge because of its intangible goals and its myriad functions is the school guidance program.[2] Just what functions are actually being performed by school counselors whose numbers have increased with such rapidity since the passage of the National Defense Education Act of 1958?[3] This is a question which deserves serious consideration by the administrator who is concerned about accountability for public stewardship.

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[1] Robert H. Mardin, "The Political Environment of the Public Schools," Guidance in American Education I: Backgrounds and Prospects (Cambridge, Massachusetts: Harvard University Press, 1964), pp. 42-52.

[2] Walter B. Waetjen, "Policies and Practices in Pupil Personnel Services," Guidance in American Education III: Needs and Influencing Forces (Cambridge, Massachusetts: Harvard University Press, 1966), pp. 228-237.

[3] O. Ray Warner, Cost of Secondary School Guidance Services (Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1965), pp. 1-2.

The State of Maryland is no exception in the dramatic increase in the number of guidance personnel assigned to the public schools during the ten-year period from 1958-59 to 1968-69.[4] Nor are Maryland citizens and school administrators less demanding in their concern for the effective utilization of the time and talent of these additional specialists. Both professional and lay groups have attempted periodically to determine the role of the school counselor and to evaluate the guidance services provided by that counselor.[5]

Such attempts have been hampered somewhat by a lack of agreement on the expectations of parents, students, teachers, administrators, and community concerning what the counselor should actually be doing.[6] Although many local units within the State of Maryland have expressed clearly in guidance handbooks and bulletins[7] their concept of the functions to be performed by the school counselor and the services to be provided in the school guidance program, actual implementation of these statements seems at times limited by a variety of factors, some of which may be controlled administratively.

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[4] Sarah L. Leiter and Annabelle E. Ferguson, Three Decades of Guidance in Maryland (Baltimore, Maryland: Maryland State Department of Education, 1969).

[5] Citizens' School Advisory Committee, Guidance in the Baltimore Public Schools (Baltimore City Public Schools, 1963); William Alexander and Robert Anderson, Toward 1975: A Guide to Schools for 1966-75 in Howard County, Maryland (Clarksville, Maryland: Howard County Board of Education, 1966); Richard H. Byrne, *et. al.*, The Elementary School Project (College Park, Maryland: University of Maryland Research Center of the Interprofessional Research Commission on Pupil Services, 1968); Samuel M. Goodman, "The Counselor Role--A Research Study of Prevailing Functions," Research Digest, 2:1-4, 1967-68 (Rockville, Maryland: Montgomery County Board of Education, 1968).

[6] Jewell Makolin, "The Felt Needs of Teachers and Students for Guidance Services in Carroll County, Maryland" unpublished Master's thesis, Western Maryland College, Westminster, Maryland, 1968).

[7] Handbooks for School Counselors; (Towson, Maryland: Baltimore County Board of Education, 1963); (Annapolis, Maryland: Anne Arundel County Board of Education, 1963); (Upper Marlboro, Maryland: Prince George's County Board of Education, 1969); (La Plata, Maryland: Charles County Board of Education, 1967); (Clarksville, Maryland: Howard County Board of Education, 1967).

In any accounting for stewardship, it seems reasonable to require first, an understanding of what is expected of the steward; secondly, a measure of the degree to which he is fulfilling these expectations; and finally, an identification of the factors or conditions which impede or enhance his chances of success. Having identified these factors, steps can be taken to eliminate those which impede and to cultivate those which enhance.

THESIS

Administrative factors can and do affect the way a school counselor functions in terms of how he spends his time.

One such factor is the assignment of personnel. A person tends to do what he feels most competent to do; usually he feels most competent in those areas in which he has had training and experience. A corresponding assignment should enhance his functioning.

The provision of relevant resources will probably expedite the functioning of the person knowledgeable about their usage. The more resources available the greater should be the effectiveness of the services provided.

Certain patterns of organization tend to facilitate functioning. Where the goal is service to people, that organizational structure which provides the greatest opportunity for frequent and continuous contact (direct or indirect) with the persons to be served should contribute to the most effective functioning. If the organizational structure can be developed so that it tends to focus all of the available resources on the needs of the persons to be served rather than on preconceived functions to be performed, an even greater effectiveness should be achieved.

STATEMENT OF THE PROBLEM

The problem to be explored in this study was to discover whether and to what extent there were significant relationships between (1) the administrative factors of organizational pattern, staffing considerations, and financing and (2) the functioning of guidance personnel in the public schools of the twenty-three counties of Maryland.

HYPOTHESES

Three major null hypotheses were stated:

1. There is no relationship between the organizational pattern of guidance and pupil services and the functions performed by senior high school counselors.

2. There is no relationship between the competencies implied by professional preparation and experience and the functions performed by senior high school counselors.

3. There is no relationship between the financial support provided for the guidance and pupil services programs and the functions performed by senior high school counselors.

VARIABLES

The specific variables examined for their relationship to the functioning of these senior high school counselors were:

1. Organizational patterns--county pattern for the organization of guidance services; school pattern for the organization of guidance services; grade levels of counselees assigned; pattern for administrative reporting by the guidance supervisor; assignment of a guidance department chairman; type of guidance supervisory assignment; county size by secondary school enrollment.

2. Implied competencies--certification status; age; sex; attainment of the master's degree; counselor training within the State of Maryland; counselor type by self-assessment; years of counseling, teaching, and other work experience; number of hours of graduate training in guidance and counseling.

3. Financial support--per pupil expenditure for guidance services; pupil/counselor ratio; counselor/supervisor ratio; counselor/guidance clerk ratio; pupil/pupil services worker ratio; pupil/pupil personnel worker ratio; pupil/school psychologist ratio; pupil/speech therapist ratio; number of weeks of summer employment provided for counselors; number of guidance supervisors per county; number of minutes devoted to guidance functions.

PURPOSE OF THE STUDY

The purpose of the study was to examine selected administrative factors to discover their impact upon the functioning of a secondary school counselor.

PROCEDURES

To accomplish this purpose the following steps were taken:

1. A survey of one hundred and seventy-two senior high school counselors from the twenty three counties of Maryland and of twenty-four guidance supervisors from the Maryland counties and from Baltimore City provided most of the data on the specified administrative factors to be examined in the study. Additional information was procured from the records of the Maryland State Department of Education.

2. An instrument called the "Activities Log" was developed and maintained one day per week over a ten-week period by these counselors from sixty-five secondary schools in the twenty-three counties of Maryland.

3. A conceptual model of counselor functioning based on the responsibilities of counseling, consulting, and coordinating as defined by Wrenn[8] was developed and then validated by a survey of twenty-four Maryland guidance supervisors. A computer program for sorting the completed log was prepared, based on the categories of functions recommended by the American School Counselor Association.[9]

4. Counselor Types and Counselor Type Scores based on the conceptual model were derived for each counselor from the sorted data. These types and scores were then examined statistically for their relationship to the variables specified above.

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[8] C. Gilbert Wrenn, The Counselor in a Changing World (Washington, D.C.: American Personnel and Guidance Association, 1962).

[9] American School Counselor Association, "Guidelines for Implementation of Policy Statement" (Washington, D.C.: American Personnel and Guidance Association, 1964).

FINDINGS

The statistical analyses yielded three results which were significant at the prescribed .05 probability level. The first was a chi-square of 6.1730 (with two degrees of freedom) for the relationship between Counselor Type and the variable of the counselor having been trained within the State of Maryland. The other two significant findings were derived from the one-way analysis of variance around the Counselor Type Score means for the variables of county size by secondary school enrollment and the number of guidance supervisors per county. The two derived F-ratios of 3.6218 and 3.4414 exceeded the ratio of 3.05 required for 2 and 169 degrees of freedom at the .05 probability level of acceptance.

Although there appeared to be trends in the anticipated direction for all other variables with the exception of pupil/counselor ratio, no other analysis yielded results significant at the level prescribed. The trends were sufficiently strong, however, to warrant further studies of the proposed thesis. Especially was this true of two variables: (1) the line of reporting of the guidance supervisor had a probability level of .16, and (2) the assignment of a supervisor trained in guidance had a probability level of .22.

LIMITATIONS OF THE STUDY

This study made no attempt to evaluate the effectiveness of the functions performed by school counselors in Maryland. The purpose rather was to identify the functions actually performed and to examine them in relationship to the administrative factors which might affect them.

One of the difficulties in any attempt to define counselor role is the almost limitless number of activities in which school counselors engage. This study made no attempt to judge whether these activities were appropriate for counselors, but only to identify them.

Assuming that some base-line of expected functioning must be accepted before assessment of its degree of achievement can be made, this study took as its platform the "ASCA Statement of Policy for Secondary School Counselors." Accepted in 1964, this statement does not necessarily include some of the current thinking on counselor functioning. Nor does it encompass all of the activities engaged in by counselors. To compensate for the latter limitation, three additional categories of functioning--not necessarily recommended by the profession but in reality performed by Maryland counselors--were added. These included clerical chores, professional self-development, and non-guidance related school activities.

Reducing such a large number of activities to a manageable score for statistical analysis involved a number of judgments which might have been interpreted differently by other people. The sub-study seeking verification by the twenty-four guidance supervisors served to reduce this limitation.

Three administrative factors were examined for their relevance to guidance functioning. Other factors might also have been considered.

This study involved counselors serving in senior high schools. A similar study of junior high and elementary school counselors would have given insight into variations among guidance programs at different grade levels.

The technique for collecting data on counselor functioning was a self-reporting device with the limitations inherent in such an instrument.

SIGNIFICANCE OF THE STUDY

This study provided a comprehensive survey of the activities in which senior high school counselors in every county of Maryland were engaged. The additional surveys of relevant factors concerning counselors, guidance programs, and pupil services provided a wealth of previously uncollected information about the status of guidance in Maryland. This data afforded a basis for further analysis of programs among counties and for future planning both locally and state-wide.

Part of the study provided information about the perceptions and expectations of Maryland guidance supervisors and also suggested some areas of need for future inservice programs. It also provided an opportunity to study the appropriateness of the policy statement issued by the American School Counselor Association. Several local units developed inservice programs accordingly, and some revisions of county guidance handbooks and guidelines resulted.

The study offered one basis upon which the great multiplicity of guidance activities might be organized into a conceptual model for ease of discussion when exploring expectations, needs, plans, achievements, and limitations. The resulting counselor types lent themselves readily to statistical analysis.

An instrument (Activities Log) was developed which can be utilized at any time and at any grade level to survey easily and objectively the functions being performed by a school counselor.

A computer sorting program was developed and is available for sorting the logs and deriving counselor types and counselor type scores.

The study provided an impetus for a number of school counselors to re-examine their own priorities in terms of how they utilize their working hours.

Finally, the study served to facilitate communication with administrators concerning the needs of the guidance program throughout the State of Maryland.

ORGANIZATION OF THE STUDY

The setting in which the study took place is described in Chapter II; a review of the literature and research pertinent to the study is presented in Chapter III.

The procedures followed are detailed in Chapter IV, and the findings are presented in Chapters V, VI, VII, and VIII. A discussion of these findings appears in Chapter IX.

CHAPTER II

THE SETTING

The State of Maryland is divided into twenty-four school districts. Twenty-three of them are counties, and the twenty-fourth is Baltimore City which operates autonomously both politically and in the administration of its school system. In each of these local units a Board of Education through a professional staff under the leadership of a Superintendent of Schools conducts the educational program for the residents of that unit.

The Maryland State Department of Education administers an equalization plan to insure a minimal program of services to all persons in the State regardless of where they reside.[1] However, each local unit may provide as much additional support as its wealth and concern for education permit. Consequently, there are great variations from unit to unit.

Baltimore City serves some 200,000 students and employs almost 25 percent of the secondary school counselors of the State. Because of its special status, Baltimore was not included in this study of counselor functioning.

Some of the counties of Maryland are in remote rural areas with as few as 4200 students enrolled. Others border on the metropolitan centers of Washington, D.C. and Baltimore and serve as many as 150,000 pupils each. Some of the rural districts send only 27 percent of their graduates on to further education beyond high school; the large urban units report as many as 70 percent continuing with their education.[2] The resulting pattern of twenty-four school systems presents an interesting range of development in all phases of the educational program, including guidance and pupil services.

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[1] Maryland School Bulletin 38:1, (Baltimore: Maryland State Department of Education, 1961).

When in 1938 a formal guidance program was introduced into the State of Maryland with the appointment of Dr. Floyd Cromwell to serve as the first State Supervisor of Guidance, there was little or no question about organizational patterns of guidance services.[3] Schools which had a guidance worker assigned to the staff seldom had more than one such person who was charged with the total responsibility for all of the specialized guidance services. No organization was necessary in such one-person arrangements. Also, at the county level there were so few guidance personnel that informal arrangements appeared to be adequate.

The same situation prevailed with the other pupil services. As early as 1916 legislation had provided in Maryland for an attendance officer employed by each local unit to enforce the compulsory attendance law.[4] Otherwise, until 1947, there was no one except the counselor who could be considered a pupil services worker. At that time provision was made for the appointment of a Supervisor of Pupil Personnel in every local unit of the State.[5]

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[2] "Follow-Up of Graduates" (Baltimore: Maryland State Department of Education, 1968).

[3] James Spitznas, "History of Guidance in Maryland" (Baltimore: Maryland State Department of Education Archives).

[4] Fiftieth Annual Report (Baltimore: Maryland State Department of Education, 1916), p. 35.

Only then did there arise the need for a delineation of pupil services responsibilities and organizational structure. However, because there were so few of these workers in the early days of the program, organizational complications did not develop immediately.

By 1967-68, the year when this study was conducted, both programs of guidance and pupil personnel, as well as health and psychological services, had expanded considerably beyond their original numbers. Ten years before the study, at the time the National Defense Education Act was passed, there were in Maryland the equivalent of 202 full-time counselors employed in the secondary schools of the twenty-three counties. By 1967-68 there were 631, an increase of 214 percent in ten years.[6] If this increase is compared with the 85 percent rise in the secondary school population over the same period of time, the rapid growth in the number of counselors is put into striking perspective.

Similar expansion occurred in other phases of the guidance program during this period. From 3.3 county guidance supervisors in 1957-58 the number rose to 16.35 by 1967-68. Whereas only 10.5 clerks were assigned to guidance departments prior to the NDEA, 162 were employed in the counties at the time of this study.[7]

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[5] Eighty-First Annual Report (Baltimore: Maryland State Department of Education, 1947), pp. 7-10.

[6] Sarah Leiter and Annabelle Ferguson, *op. cit.*, pp. 12-13.

[7] *Ibid*, pp. 12-13.

Simultaneously other pupil services programs became firmly established and expanded. By 1967-68 there were 132 pupil personnel workers and 32 supervisors as compared with 59 workers and 24 supervisors ten years earlier. Also, the number of school psychologists expanded from 24 with one supervisor to 73 with five supervisors during this same period of time.[8]

It was this rapid growth which created the need for more formal organizational structure both at the county and school levels. Although there are many variations, the two basic organizational approaches which evolved to meet this need involved the assignment of the guidance program either to the pupil services team or directly to the instructional team.

Under the Pupil Services Team Pattern, which first appeared in Maryland in 1957 with the appointment of Miss Sarah Leiter as State Supervisor of Pupil Services,[9] the team consists of school counselors, pupil personnel workers, social workers, school psychologists, school nurses, and any other guidance and health personnel. The administrative leader of this team, depending on county size, is a Supervisor or Director of Pupil Services who reports directly to the Superintendent of Schools or to him through the Deputy Superintendent. This plan is presented on the following page in Chart 1.

The Instructional Team Pattern grew out of Dr. Floyd Cromwell's early conception of guidance as an integral part of the instructional

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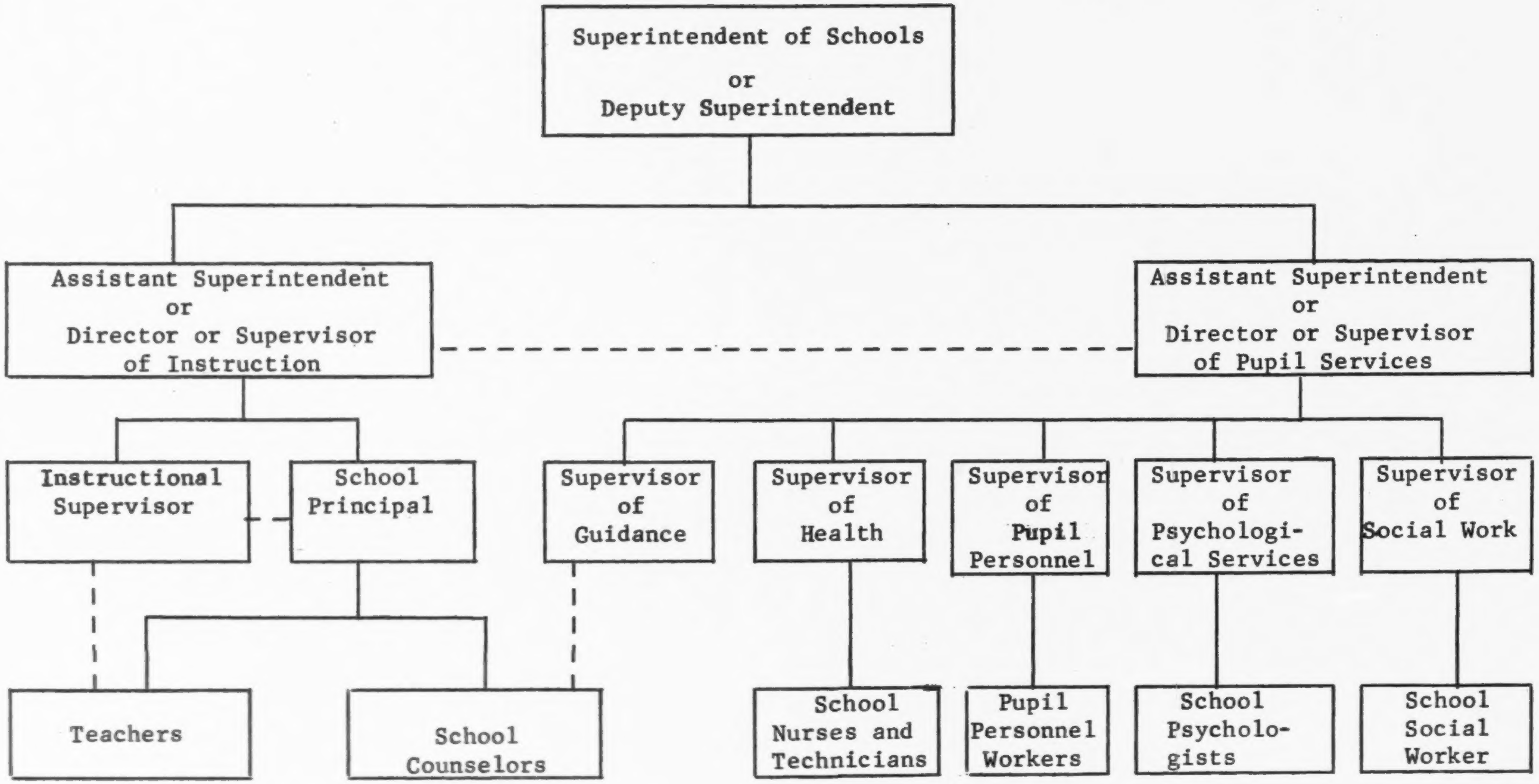
[8] *Ibid.*, pp. 33-34

[9] Ninety-Second Annual Report (Baltimore: Maryland State Department of Education, 1958), p. 27.

CHART I

PUPIL SERVICES TEAM ORGANIZATIONAL PATTERN IN MARYLAND COUNTIES


Superintendent of Schools or Deputy Superintendent
Assistant Superintendent or Director or Supervisor of Instruction
Assistant Superintendent or Director or Supervisor of Pupil Services
Instructional Supervisor
School Principal
Supervisor of Guidance
Supervisor of Health
Supervisor of Pupil Personnel
Supervisor of Psychological Services
Supervisor of Social Work
Teachers
School Counselors
School Nurses and Technicians
Pupil Personnel Workers
School Psychologists
School Social Worker

program, and it is the older of the two patterns.[10] Implementation of this philosophy at the county level in Maryland involves the assignment of guidance to the instructional division under the direct administrative leadership of a Director or Assistant Superintendent of Instruction. This person usually provides administrative leadership to the school principals who in turn have line responsibility for the counselors in their schools. Under this arrangement, the Supervisor of Guidance reports to the Director of Instruction without going through a Pupil Services Director. In smaller counties the Director of Instruction may also serve as Supervisor of Guidance. This plan is shown in Chart 2.

The twenty-three counties of Maryland are almost equally divided in their choice of plan. Size of the school system, available personnel, and philosophical commitment all play some part in the decision about the organizational structure for the guidance program.

Within the school itself there are a number of possible patterns for the guidance department. All of these patterns are in existence in some of the Maryland high schools.

Plan One--Lone Counselor Plan--operates in the school with only one counselor. He reports directly to his principal and is usually delegated responsibility for the formal guidance program of the school.

Plan Two--Assignment by Students--is found in schools with more than one counselor. Each counselor is assigned a certain group of

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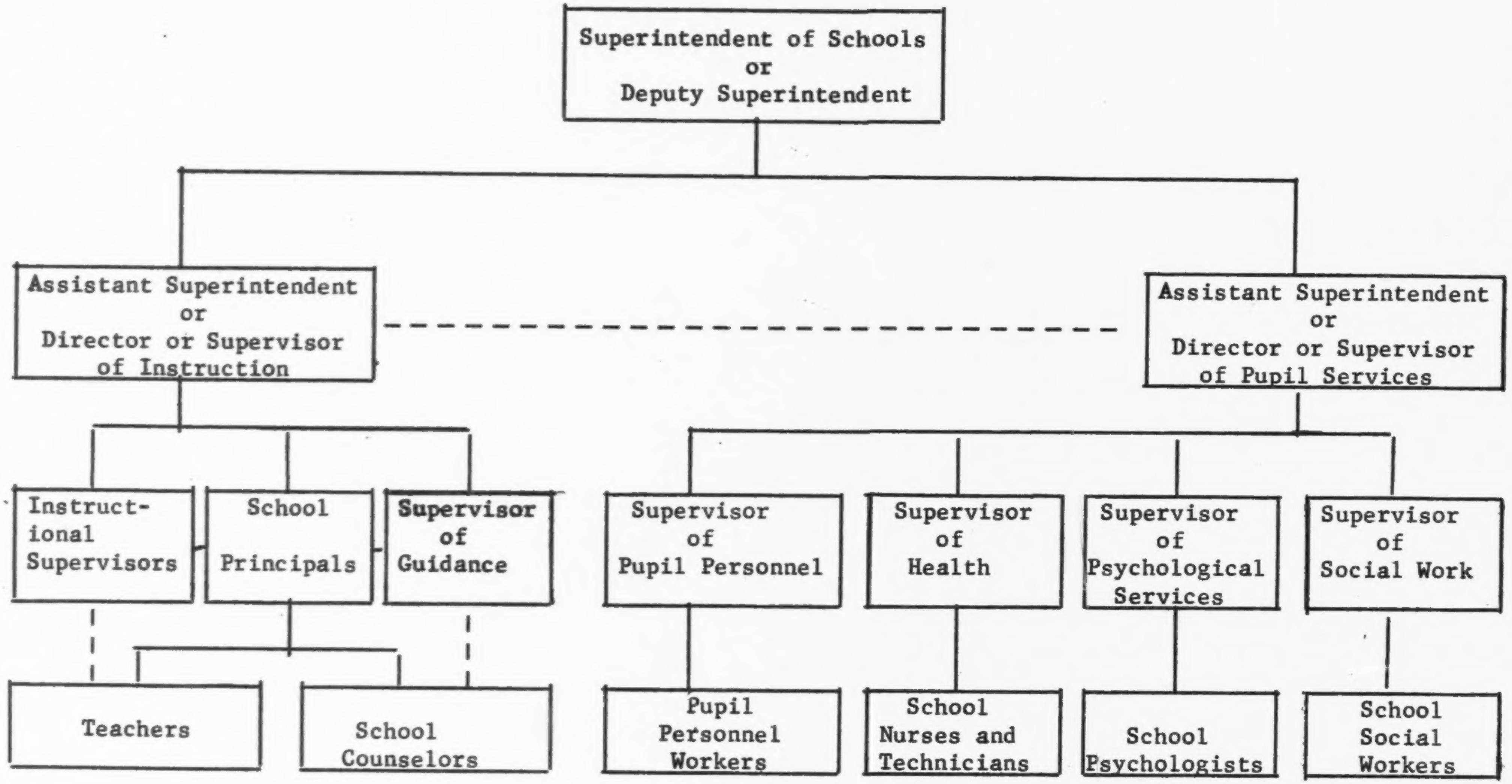
[10] "A Decade of Progress in the Maryland Public Schools--1939-1949'" Maryland School Bulletin 31:1 (Baltimore: Maryland State Department of Education, 1950), pp. 54-55.

CHART 2

INSTRUCTIONAL TEAM ORGANIZATIONAL PATTERN FOR GUIDANCE SERVICES IN MARYLAND COUNTY SYSTEMS


Superintendent of Schools or Deputy Superintendent
Assistant Superintendent or Director or Supervisor of Instruction
Assistant Superintendent or Director or Supervisor of Pupil Services
Instructional Supervisors
School Principals
Supervisor of Guidance
Supervisor of Pupil Personnel
Supervisor of Health
Supervisor of Psychological Services
Supervisor of Social Work
Teachers
School Counselors
Pupil Personnel Workers
School Nurses and Technicians
School Psychologists
School Social Workers

students for a period of several years. This group may be a class or grade level or an alphabetically selected portion of several classes.

Plan Three--Assignment by Grade--allows the same counselor to work year after year with the same grade level, perhaps the seniors. Each year he gets a new roster of students, but he always retains the same functions.

Plan Four--Assignment by Guidance Function--gives the counselor specific specialized guidance functions to perform, and students are assigned according to their need for such a service, such as college or job placement.

Plan Five--Combination Assignment--operates in larger schools where certain counselors follow Plan Two. Other counselors are then given special assignments by function and serve as resource persons both to the generalist counselors and to the students.

This then was the setting in which this study of the administrative factors affecting counselor functioning was conducted.

CHAPTER III

SURVEY OF THE PROFESSIONAL LITERATURE AND RESEARCH

Although the professional literature is replete with discussions concerning the effectiveness of guidance services and suggesting factors which supposedly contribute toward the strengths and the limitations of the program, there is little research to support the opinions expressed. Especially is this true in the organization of guidance services.

The discussion of the past decade on this topic of the organization of guidance services has centered primarily around two main themes--(1) the pros and cons of merging guidance services under the framework of the pupil services pattern and (2) the advantages and disadvantages of various types of guidance assignments within the school building.

The proposal of the Chief State School Officers for the pupil services pattern in which guidance, social work, psychological, and health services would be coordinated gave impetus to the debate on this topic of organization.[1] Speaking in favor of this new proposal were such counselor educators as Edward Landy,[2] State Department of Education leaders like Bruce Shears,[3] and U.S. Office of Education staff members Louise

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[1] Council of Chief State School Officers, "Responsibilities of State Departments of Education for Pupil Personnel" (Washington, D.C., 1960).

[2] Edward Landy, "Implementing Change in Programs of Pupil Personnel Service," Guidance in American Education II: Current Issues and Suggested Action (Boston: Harvard University Press, 1965), pp. 303-304.

[3] Bruce L. Shear, "Administration of Pupil Personnel Services," Guidance in American Education III: Needs and Influencing Forces (Boston: Harvard University Press, 1966), pp. 247-250.

Eckerson and Hyrum Smith.[4] All of these persons argued that the various services suggested for inclusion within this framework tended to form a natural grouping because of their common goals. All of these writers saw this organizational pattern as a vehicle whereby pupil services might receive more adequate administrative support than would be possible without such coordination.

Under the auspices of the Interprofessional Research Commission on Pupil Personnel Services, which was set up and fostered by the U.S. Office of Education in 1962 to conduct a program of research and demonstration in pupil services, Gordon Liddle and Donald Ferguson provided the leadership for a study of this new concept of organization. Teams of counselor educators, guidance supervisors, and other specialists in pupil services visited a number of school systems which had been nominated as having exemplary programs of pupil services for the purpose of observing the problems and successes of these programs and of interviewing key personnel to determine the contributing factors.

Reporting for this commission, Liddle and Ferguson were convinced from these observations that the guidance program should be included as an integral part of pupil services. They expressed their confidence in this organizational structure with these words:

> Under one director, the various members of the pupil personnel team will function in a coordinated manner. Directors will be former specialists, usually with doctoral degrees in pupil personnel services. The coordination of counseling and guidance services

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[4] Louise O. Eckerson and Hyrum M. Smith, "Scope of Pupil Personnel Services" (Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1966), p. 3.

> within the framework of pupil personnel services is needed at the local school level.[5]

Another strong proponent of this pupil services organizational pattern is Walter Waetjen. Speaking from his experience as Director of IRCOPPS, he wrote:

> Pupil personnel services are found to exist under several different organizational patterns ranging from those systems with full-time directors of pupil services to the school systems employing one specialist who is responsible to the principal......To complicate matters, pupil personnel specialists, although performing in unique areas of specialization, share common areas of knowledge, such as personality dynamics, diagnosis or measurement, and counseling. Much of the technical vocabulary is the same in several fields and there are differences in function that are finely shaded. As a result, the practices, the problems of coordination and policy formation on the part of those responsible for the total program have become all the more difficult..Research findings have revealed that when in the schools more than one pupil personnel specialist dealt with the same child, the specialist frequently did not know what the others were doing and there was lack of communication between them. Pupil services occasionally overlapped and at other times there were rather large gaps.[6]

Various surveys of personnel have indicated the extent of the problem of needed coordination. The report entitled "The Scope of Pupil Personnel Services," which was prepared by Eckerson and Smith, presented the results of a survey of forty-four State Departments of Education during 1961-62. The purpose of this study was to determine the status of the various programs suggested for inclusion in the pupil services framework. The identification of 60,000 full-time equivalent professionals working in these various services indicated the need for coordination. Eckerson and Smith thus based their recommendation of the pupil services pattern of organization on the data they collected of a rapidly expanding program.[7]

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[5] Gordon P. Liddle and Donald G. Ferguson, "Leadership for Guidance and Personnel Services," Bulletin of the National Association of Secondary School Principals, 52-324:2, January, 1968.

[6] Walter Waetjen, "Policies and Practices in Pupil Personnel Services," Guidance in American Education III: Needs and Influencing Forces (Cambridge, Massachusetts: Harvard University Press, 1966), pp. 228-229.

However, not all of the professional writers supported this new concept of organization, especially in terms of including guidance services within the framework. George Pierson and Claude Grant[8] as well as Kenneth Hoyt[9] were among those who took issue with this proposal. These men saw danger in the possibility of the counselor's affiliation with this new pupil services team alienating him from the instructional team. Also, they had some concern that the counselor's emphasis might veer toward the clinical aspects rather than focus on the educational aspects of the work.

Pierson stressed this point of view and defined the difference in the counselor's role as having an orientation "toward the art of human relations rather than the art of healing". He suggested that the counselor's interest should be in human growth and development rather than human pathology.[10]

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[7] Louise Eckerson and Hyrum Smith, *op. cit.*, pp. 9-21.

[8] George A. Pierson and Claude Grant, "The Road Ahead for School Counselors", Personnel and Guidance Journal, 3:207, November 1959.

[9] Kenneth B. Hoyt, "Guidance: a Constellation of Services", Personnel and Guidance Journal, 40-8:690-691, April, 1962.

[10] George A. Pierson, "The Art and Science of Counseling and Student Personnel Work", Counselor Education and Supervision, 6-3:254, Spring, 1967.

Hoyt expressed concern that this new organizational framework would tend to restrict the counselor's functioning to counseling with students who had problems rather than to providing for the total guidance needs of all pupils.[11] All of these writers emphasized the need for the involvement of persons other than just the pupil personnel workers in the personal development of young people.

Except for the IRCOPPS observations of programs in operation and the various status surveys showing growth and the need for coordination, school administrators, when faced with the question of organizing pupil services, were forced to make decisions based on their own inclinations and on the opinions of their staff specialists. Waetjen summarizes the situation with these remarks:

> School systems wishing to add new pupil personnel services have little, if anything, to guide them in decision-making.....Little or no evaluation of these differently-constituted pupil services programs has been carried out. Most studies of pupil services programs have been descriptive rather than evaluative. Simple descriptions of existing programs of pupil services in school districts of various size are of little help to the hard-pressed school boards or administrators...the administrators must establish the needs for services of various kinds and must present the program which best promises to fulfill them.[12]

Since 1957 Maryland school superintendents had been facing this problem of pupil services organizational pattern. Annual reports to the Maryland State Department of Education indicated a general movement toward the adoption of the pupil services pattern. However, the lack of research on the merits of the plan was a serious deterrent to persons conscientiously interested in making the most effective decision. By 1967 half of Maryland's local school systems were functioning under this new plan, and the other half retained the older organizational pattern of the instructional team approach to guidance services. This situation provided an opportunity to compare the two approaches and to assess the advantages and disadvantages proposed for both plans of organization at the school system level.

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[11] Kenneth Hoyt, *op. cit.*, 690-697.

[12] Walter Waetjen, *op. cit.*, p. 228.

However, even in those systems where a firm decision concerning county organizational plan for guidance services had been made, there remained the question of how to structure such services within the school building. From their background of experience some writers proposed various types of organizational patterns for school guidance services. Duane Brown identified four patterns which in his opinion were highly ineffective--the dean-type program, the homeroom guidance program, the administrator-headed program, and the "any-teacher-will-do" type.[1]

Hollis and Hollis saw:

> the selection of a specific type (of organizational structure) as dependent upon personnel, prevailing organizational philosophy in the school, facilities, money, and time.[14]

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[13] Duane Brown, "Pseudo-Guidance Programs in Our Schools," Bulletin of the National Association of Secondary School Principal, 50:311-43, September, 1966.

[14] Joseph W. Hollis and Lucille W. Hollis, Organizing for Effective Guidance (Chicago: Science Research Associates, 1965), p. 87.

They offered two extreme organizational patterns--centralized (with specialists performing all of the guidance functions) and decentralized (with teachers carrying this total responsibility). In their opinion, Hollis and Hollis saw some combination of these two extreme plans as being most desirable.

Carl Gaetane discussed the assignment of students to counselors and identified from his experience several advantages and disadvantages of two commonly adopted plans which he labeled as (1) segmentation and (2) assignment by class. For segmentation he identified these characteristics:

1. turns over only part of his counselees each year
2. builds rapport over an extended period of time
3. the burden of the graduating class is not on one person
4. counselors do not become unfamiliar with the particular problems of each grade

Gaetane suggested that assignment by class also offers certain advantages:

1. low pupil turnover
2. rapport over an extended period of time
3. partial specialization
4. easier organization of group counseling
5. lends itself to timing of special needs by class (college placement, job placement)[15]

Gaetane summarized his opinion of guidance organizational structure with these words:

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[15] Carl R. Gaetane, "Counselor Assignment," The School Counselor, 10-3:149, March, 1963.

> If the heart of the guidance program is the counseling process, then it must necessarily follow that the method of counselor assignment be made on the basis that a maximum amount of counseling time is provided for each student.[16]

Three different studies explored the question of counselor assignment. Jessell and Rathney studied the reactions of 95 sets of parents of high school seniors to parent-counselor conferences conducted over a three-year period. They used parallel report forms on which parents and students indicated the actions they had taken as a result of these conferences. These writers concluded from their findings:

> The evidence from the parents' and students' reports suggests that when counselors knew the students well enough to offer specific recommendations for parental consideration, they were most effective in stimulating action.[17]

In another study, Sanborn and Marshall compared four types of guidance organizational patterns in Iowa high schools in 1960-61. They used as criteria of effectiveness student satisfaction, appropriateness of the level of post-high school educational goals, progress toward goals, and self-knowledge of academic abilities. Involved in the study were 1193 seniors who were served by one of the following types of organizational pattern depending upon the school in which they were enrolled:

School A--no longitudinal program of formal guidance and counseling services

School B--major emphasis on individual counseling by the teacher counselors and no scheduled group guidance

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[16] Carl Gaetane, *op. cit.*, p. 149.

[17] John C. Jessell and John W. Rothney, "The Effectiveness of Parent-Counselor Conferences," Personnel and Guidance Journal, 44-2:142-145, December, 1965.

School C--emphasis on group guidance classes conducted by full-time counselors with coordinated individual counseling

School D--classroom teachers conducted homeroom sessions plus individual interviewing on test administration. Full-time counselors coordinated these sessions, dealt with testing and scheduling problems, and interviewed students

The findings showed that students in schools D and C made more use of the counselor, and school C students had the most positive attitude toward counseling. These school C students also tended to use the counselor for personal and family problems most.[18]

In an effort to determine the extent of assigning counselors by specialization rather than by students, Robert Crary conducted a survey of schools in Ohio, Pennsylvania, West Virginia, Kentucky, Indiana, and Michigan. He defined the specialized counselor as one who was certified and who devoted at least half of his professional time to the performance of activities related to a single area of guidance. According to Crary, city districts had more specialized counselors than did any other type of district. He also found a positive relationship between the number of certified counselors in a district and the presence of specialized counselors. A number of the larger cities indicated that they did not believe in specialization. This study made no attempt to determine the effects of specialization on counselor functioning. Its purpose was to survey the status of this school organizational pattern.[19]

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[18] Marshall P. Sanborn, "A Comparison of Four High School Guidance Programs in Terms of Four Criteria," Personnel and Guidance Journal, 43-3:293-298, November, 1964.

[19] Robert W. Crary, "Specialized Counseling--a New Trend," Personnel and Guidance Journal, 44-10:1056-1057, June 1966.

Various surveys of guidance programs in Maryland indicated findings similar to those opinions and reports stated here. The various types of guidance programs identified by Brown as being ineffective had become practically extinct in the State. Most secondary schools reported the combination suggested by Hollis and Hollis in which the counselor specialist and the classroom teacher shared the guidance responsibility in the school. However, informal surveys of specific pupil assignments to counselors indicated great variation.

Gaetane suggested that the counselor should be given the maximum amount of time with each student to facilitate the counseling process. The two studies reported above seemed to indicate that counseling was most effective when the counselor spent more time with students and parents. The Maryland surveys indicated that in many schools counselors remained with the same students for three or more years. Specialization was not prevalent in the schools of the State, but there was some interest in this organizational pattern, especially in the large urban centers.

Five different organizational plans within the schools of Maryland were emerging, based on variations of the two concepts of assignment of counselors either by students or by specialized guidance function. An assessment of the impact of such plans in terms of how the counselors organized under them distributed their time seemed appropriate as a source of information for future administrative decisions.

Whether organizational structure actually makes any significant difference was a question raised by C. D. Kehas:

> What has been argued is that simply a change in the structure or organization will in and of itself lead to a change of function. It is theoretically possible for the same function to operate within or to emerge

> from two differently elaborated administrative structures and equally possible for different functional definitions of guidance to result from similarly or even identically elaborated administrative structures. Simply changing the structure is then insufficient. Change must occur in the functional definitions and in the behavioral processes of the individuals and groups concerned.[20]

The status of guidance organizational patterns in Maryland, both at the school system and school building levels, made possible in this current study an assessment of the impact of this administrative factor on counselor functioning.

Whether or not financial support of the guidance program had any such impact also received little research attention other than a few surveys of expenditures. Even these were limited because many school systems make no attempt to isolate such expenditures in school budgets, and the actual costs of guidance services are therefore hard to determine.

One Maryland study conducted by Donald Koons in 1963 attempted to identify the cost of guidance and other pupil services in the Maryland counties. He found that local units spent per average daily membership for counselor salaries a mean of $8.77 with a range of from $2.57 to $12.66. These figures did not include the cost of supervision of the guidance program. In the three units having such supervisors their salaries ranged from $.49 to $1.24 based on average daily membership. Total guidance expenditures ranged from $3.09 to $16.18 per average daily membership, the mean being $9.70.[21]

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[20] Chris D. Kehas, "Administrative Structure and Guidance Theory," Counselor Education and Supervision, 4:148, Spring, 1965.

[21] Donald Z. Koons, "Raw Cost Analysis of Pupil Services in the Public Schools of Maryland," Doctoral Dissertation, University of Maryland, College Park, Maryland, 1963, pp. 26-32.

A survey of all twenty-four Maryland systems in 1967, which included the three large local units not reported by Koons and ones which had the high teacher salary scales, indicated a mean per pupil guidance expenditure of $22.68.[22] This amount included costs of supervision, clerical help, and other guidance expenses. It represented a dramatic increase in a four-year period.

Koons also reported among his findings that large local units tended to spend more per pupil for pupil services than did small units and that the metropolitan areas spent more for such services than did other areas of the State.[23]

Much of the literature relating to the support of guidance services focused on the question of pupil/counselor ratio, the assumption being that provision of sufficient funds to hire counselors in adequate numbers to reduce their student loads would increase their effectiveness. One national survey conducted by the U.S. Office of Education explored the status of pupil/counselor ratios and reported a decrease of from 960 secondary school students per counselor in 1958-59 to 530 such students per counselor in 1962-63.[24]

After much consultation with an Advisory Commission including both professional counselors and other educators, Gilbert Wrenn proposed

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[22] Sarah L. Leiter and Annabelle E. Ferguson, *op. cit.*, p. 77.

[23] Donald Z. Koons, *op. cit.*, pp. 87-88.

[24] Louise Eckerson and Hyrum Smith, *op. cit.*, p. 11.

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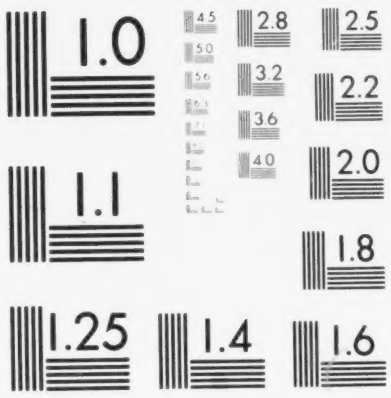
1.0
4.5
5.0
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6.3
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2.2
2.0
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1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

one full-time counselor for each 300 secondary school students. He did suggest, however, that such a ratio would be adquate in some schools and not in others.[25]

A similar recommendation, based on an opinion survey of school counselors nation-wide, suggested that a counselor spend not less than fifty percent of his time in counseling and that his load be held to approximately 250 students.[26] After observing guidance programs in selected secondary schools across the country, James Conant recommended one full-time counselor for every 250 to 300 pupils.[27]

In a study to determine the actual potential of the counselor in working with students, Finley and Shertzer devised a formula based on time available and the number of contacts made by the counselor. These writers concluded that the acceptable ratio would vary from 250 to 400 students "depending on the nature of the community, student body characteristics, and school level."[28]

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[25] C. Gilbert Wrenn, The Counselor in a Changing World, (Washington, D.C.: American Personnel and Guidance Association, 1962), p. 157.

[26] Paul W. Fitzgerald and John W. Loughary, "American School Counselor Association Statement of Policy for Secondary School Counselors" (Washington, D.C.: American Personnel and Guidance Association, 1964), p.10.

[27] James Conant, The American High School Today (New York: McGraw Hill, 1959), p. 44.

[28] Robert Finley and Bruce Shertzer, "Time Activites Study----What Is an Adequate Counselor/Student Ratio?", The School Counselor, 15-1:32-38, September, 1967.

In a 1967 study of 250 New Jersey counselors, James Hanson examined the relationship between the number of students assigned to a counselor and the amount of time the counselor spent working with teachers and individual students. He reported a significant negative correlation and concluded that the counselor/student ratio did have an effect on counselor activities.[29]

In addition to funding sufficiently to reduce pupil/counselor ratios, a number of writers suggested the importance of financing to provide the services of additional resource personnel to assist the counselor. One such type of personnel receiving an increasing amount of attention in the literature is the paraprofessional who can relieve the counselor of many non-professional assignments and thus produce greater effectiveness from the expenditure of funds. John Fisher is one such proponent of the use of the paraprofessional in pupil services:

> The school administrator is all too often faced with the difficult choice, due to the scarcity of pupil services specialists, of hiring people with marginal qualifications to provide some service, or of not offering the services at all. He could well consider another alternative; more effectively using professionals on his staff by providing them with some paraprofessional help. Boards of Education could quickly become sympathetic to this idea through appropriate studies. It could be brought home to them how much they are paying professionals to perform certain sub-professional tasks that must be done in support of their professional functions.[30]

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[29] James C. Hansen, "Job Satisfactions and Job Activities of School Counselors," Personnel and Guidance Journal, 45-8:790-793, April, 1967.

[30] John K. Fisher, "Subprofessionals in Pupil Personnel Services", National Association of Secondary School Principals Bulletin, 52-324:55-57, January, 1965.

With the 23 county systems of Maryland reporting various levels of development in terms of funds expended and numbers and types of pupil services personnel employed, the opportunity to evaluate the impact of financial support of the guidance program on counselor functioning was provided. This could be done at the same time that the assessment of organizational structure's impact was being explored.

Also, simultaneously, the effects of certain staffing considerations frequently identified in the literature as having an impact on counselor functioning could be examined. Most of the research in this area of concern simply surveyed counselors to inquire into certification status, age, sex, training, and professional experience.

One such recent study of 2470 members of the American School Counselor Association conducted by Patricia Lawlor reported some general information about the backgrounds and training of school counselors all across the country. She found that female counselors tend to be older, entered counseling at a later age, and remained counselors longer than did the men. Also, the women counselors in the nation have taken graduate work more frequently than the men, but not beyond the master's degree.[31]

This same study indicated that 82 percent of these counselors came into the profession through the route of classroom teaching, and a significant number plan to move into other positions in the next ten years. Also reported was a general feeling of dissatisfaction on the part of the counselors with their graduate training, both in terms of quality and quantity.[32]

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[31] Patricia M. Lawlor, "School Counseling: The Person and the Profession," Unpublished Doctoral Dissertation; George Washington University, Washington, D.C., 1967.

A major focus of the staffing discussions in the literature was on the question of whether or not teaching experience as a background for counseling impedes or enhances the effectiveness of the service rendered by the counselor. No research findings were reported on this question, but many opinions were offered.

In a survey of school superintendents and principals, Frederick and Pippert found that 99 percent of these administrators wanted at least one year of teaching experience for prospective counselors, whereas 89.5 percent of guidance directors insisted on teaching experience as a prerequisite for counselors.[33]

Gladys Longley reported like findings as a result of a study she conducted in the schools of Pennsylvania. Approximately ten percent of the secondary school principals of that state were surveyed in an attempt to discover their perceptions of the role of the school counselor. According to Longley,

> That employment experience should include teaching experience was the almost unanimous opinion of the principals with two years of experience preferred.[34]

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[32] Patricia M. Lawlor, *op. cit.*

[33] R. Frederickson and R. Pippert, "Teaching Experience in the Employment of School Counselors," Counselor Education and Supervision, 4:24-27, Fall, 1964.

[34] Gladys Longley, "The Roles of the Secondary School Guidance Director and the Secondary School Guidance Counselor in Pennsylvania," Unpublished Doctoral Dissertation, Teachers College, Columbia University, New York, 1965, pp. 147-148.

Henry Weitz studied state department of education certification requirements and found that many trained guidance workers were classified as not certifiable because they did not qualify for teacher certification. Therefore they could not be employed in public schools.[35]

Until 1965 the certification requirements for counselors in Maryland included a demand for two years of teaching experience. At that time a revision of the requirements added the alternative clause which stated "or two years of successful counseling experience at the elementary or secondary level."[36] By 1967-68, the year this current study was conducted, a survey of Maryland counselors indicated that some who had no teaching experience were serving in public schools. This made possible an examination of their functioning in comparison with that of persons having a background of teaching experience.

In 1960 the Association for Counselor Education and Supervision undertook a five-year study of counselor education standards. To direct the study a national committee was formed with chairmen from six geographic regions, each charged with the responsibility of coordinating the study of various aspects of counselor education and of developing standards. More than one thousand persons from one hundred local committees pooled the benefits of their professional experience to arrive at the recommendations submitted in the final report which was presented in 1965. Basic among these recommendations was the inclusion in counselor training of a two-year quality graduate program with offerings from related disciplines and including both the internship and the practicum experiences.[37]

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[35] Henry Weitz, "The Role of the Guidance Worker in the School," Personnel and Guidance Journal, 38-3:226-272, November, 1958.

[36] Division of Certification and Accreditation, "Interim Certification Requirements" (Baltimore: Maryland State Department of Education, 1965).

Although these recommendations concerning training and experience represented the opinions of many persons in the profession, there was little research to support their ideas. Because counselors in the State of Maryland, as revealed by various state surveys, represented a sampling of counselors with different levels of training and experience, the question of the impact of such staffing considerations on counselor functioning could be explored in this study.

Prior to making an assessment of the degree to which counselors were fulfilling their role, it was necessary to develop a definition of counselor role. Much discussion in the literature focused on the question of counselor role. Many writers expressed the philosophy that the counselor must function so as to provide services for all students in the course of the student's normal development.[38] Others saw the shortage of trained counselors forcing the counselor into the role of "problem solver" for a few.[39] Still other writers suggested that both these functions must be fulfilled to some degree by the counselor in the public school.[40]

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[37] Robert O. Stripling, "Standards for the Education of School Counselors," Counseling a Growing Profession, Report of American Personnel and Guidance Association Concerned with the Professionalization of Counseling, John W. Loughary, editor (Washington, D.C.: American Personnel and Guidance Association, 1965).

[38] C. Gilbert Wrenn, "Guidance: an Overview," N.E.A. Journal, 48-106, January, 1959; George A. Pierson, "The Art and Science of Counseling and Student Personnel Work," Counselor Education and Supervision, 6-3:252-254, Spring, 1967; Benjamin C. Willis, "The Contribution of Guidance to the High School Educational Program," Personnel and Guidance Journal, 35-8,489, April, 1957.

[39] Dean L. Hummel, "The Other Counselor," Counselor Education and Supervision, 4-4:171, Summer, 1965; Richard N. Brandt, "Needed: A director of Pupil Assessment," Educational Leadership, 24-3:245, December, 1966.

Professional groups have also taken positions on the role of the counselor. Perhaps the most comprehensive study was initiated by the American School Counselor Association in 1962 and concluded with the submission of a report in 1964. This self-study by the counseling profession of what its members should be doing was conducted through a National Planning Committee representing six geographic areas of the country. According to this committee, its purpose was to "identify the unique social service performed by school counselors." Further:

> The identification of this service would be brought about through involvement of secondary school counselors at the local level in designing a statement that would provide a framework within which the school counselor could function. The statement should also provide school administrators, boards of public instruction, and the lay public with a clear understanding of the professional responsibilities of school counselors.[41]

As a result of this study, ASCA presented a position paper entitled "Statement of Policy for Secondary School Counselors" and "Guidelines for Implementation of the ASCA Statement of Policy for Secondary School Counselors." It is this statement which provided the framework of guidance functions on which this study of counselor functioning in Maryland is based. One purpose of the study was to determine the appropriateness of this professional listing of functions to the practical working situation in the State of Maryland at the time of the study.

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[40] Edward Landy, "Who Does What in the Guidance Program?", The School Counselor, 10-3:112, March, 1963.

[41] Paul W. Fitzgerald, "The Professional Role of School Counselors," Counseling, a Growing Profession, Report of the American Personnel and Guidance Association Concerned with the Professionalization of Counseling, John W. Loughary, editor (Washington, D.C.: American Personnel and Guidance Association, 1965), pp. 32-33

Assuming a pupil load of 250 pupils per counselor and also assuming that each counselor would have the opportunity to devote fifty percent of his time to counseling, the ASCA Statement proposed forty-eight specific functions which were organized into the following ten major categories:

1. planning and development of the guidance program
2. counseling
3. pupil appraisal
4. educational and occupational planning
5. referral work
6. placement
7. parent help
8. staff consultation
9. local research
10. public relations[42]

The complete list of the specific functions is given in Exhibit F of Appendix B of this report.

In the spring of 1967 the Research Division of the Montgomery County Public School System of Maryland conducted a study in an attempt to discover what counselors were doing. Using a specially designed data-gathering instrument, trained observers recorded the activities of all

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[42] Paul Fitzgerald, *op. cit.*

(123) secondary school counselors in the county. The findings showed that counselors were distributing their working hours as follows:

37.0 percent -- holding conferences
13.8 " -- doing desk work
10.8 " -- attending meetings
9.9 " -- in informal talking
8.1 " -- talking on the telephone
5.1 " -- reading
1.9 " -- observing in classrooms
.8 " -- participating in assemblies[43]

Focus of the counselors' attention was on:

46.4 percent of the time -- student problems
12.4 " " " " -- schedules and programs
10.7 " " " " -- assessing students
8.1 " " " " -- records and filing
6.7 " " " " -- new students
4.3 " " " " -- professional training
3.0 " " " " -- administrative problems
1.4 " " " " -- non-guidance activities[44]

Most of the counselors' time was spent in these ways:

47.6 percent -- interacting with one person
29.2 " -- working alone
14.8 " -- consulting with fellow counselors

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[43] Samuel M. Goodman, "The Counselor Role--A Research Study of Prevailing Functions," Research Digest (Rockville, Maryland: Montgomery County Board of Education, 1967), 2:2-4.

[44] *Ibid.*

31.2 percent -- working with students
11.5 " -- consulting with classroom teachers
10.0 " -- working with administrators[45]

This Montgomery County study indicated that Maryland counselors were performing basically the functions listed in the ASCA Statement. If therefore seemed reasonable to assume that other Maryland counselors were also following this pattern of operation sufficiently to warrant using the Statement as the basis for analyzing the functioning of Maryland counselors and as the basis for developing an instrument to accomplish this purpose.

In his book The Counselor in a Changing World, Gilbert Wrenn, following his extensive work with the Advisory Commission previously described, presented a comprehensive structuring of these same functions in the following recommendation:

> That the professional job description of a school counselor specify that he perform four major functions: (a) counsel with students; (b) consult with teachers, administrators, and parents as they in turn deal with students; (c) study the changing facts about the student population and interpret what is found to school committees and administrators; (d) coordinate counseling resources in school and between school and community. From two-thirds to three-fourths of the counselor's time, in either elementary or high school, should be committed to the first two of these functions. Activities that do not fall into one of these four areas neither should be expected nor encouraged as part of the counselor's regular working schedule.[46]

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[45] Samuel M. Goodman, *op. cit.*

[46] C. Gilbert Wrenn, *op. cit.*, p. 137.

The conceptual model of counselor functioning which was developed for this current study, and which is presented in detail on page 53 of this report, was based on the above recommendation. For the purpose of simplification, however, Wrenn's third and fourth categories of function were combined in the conceptual model under one heading "coordinating and change." Although Wrenn stresses that functions which do not fall into one of his four categories not be included, the existence of such functions and the necessity for identifying the extent of their existence demanded the addition of another category to the conceptual model. This new category was labeled simply "other."

A study by Gross and Herriott in which they sought to identify organizational effects and determinants of variation in the performance of the administrators of schools provided the basis for the design adopted for this Maryland study.[47] "Counselor Types" and "Counselor Type Scores" rather than "Administrator Types" and "Administrator Type Schores" were utilized in an effort to quantify for statistical analysis the functioning of counselors.

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[47] Neal Gross and Robert Herriott, Staff Leadership in Public Schools (New York: John Wiley & Sons, 1965).

CHAPTER IV

PROCEDURES FOR COMPLETION OF THE STUDY

To accomplish the purpose of the study three tasks needed to be completed: (1) a survey of the status of the administrative factors under consideration (organizational patterns, staffing considerations, and financing); (2) the identification of counselor functioning in the secondary schools of Maryland; and (3) development of a design for relating these administrative factors to the counselor functioning as identified.

The plan of action devised to complete these tasks included the following steps:

I. Development of procedures for collecting the data on the administrative factors

II. Development of the Activities Log for the identification of counselor functioning

III. Determination of the sampling

IV. Development and completion of additional instruments

V. Distribution of the instruments

VI. Collection of data

VII. Statistical analysis

VIII. Preparation of the report

I. DEVELOPMENT OF PROCEDURES FOR COLLECTING DATA ON ADMINISTRATIVE FACTORS

Two questionnaires were devised for the collection of much of this information. The first (Exhibit A) entitled "Professional Preparation, Experience, and Assignment" was distributed to all counselors in the study for their completion.

The second (Exhibit B) entitled "Information on Organization and Support Factors for the Study of Selected Administrative Factors and Guidance Functions" was completed by the supervisor(s) of guidance in each of the twenty-three school systems involved in the study.

Additional data on financial support of the guidance program was procured by a review of Maryland State Department of Education National Defense Education Act Annual Reports for 1967-68.

II. DEVELOPMENT OF THE ACTIVITIES LOG FOR THE IDENTIFICATION OF COUNSELOR FUNCTIONING

With the permission of Dr. Richard H. Byrne, Director of the University of Maryland Research Center of the Interprofessional Research Commission on Pupil Personnel Services, the Functions Log developed and utilized in Maryland schools from 1965 to 1967 in a study of counselor functioning at the elementary school level was used as the basis for the development of the Activities Log designed for this study.

In order to adapt this original functions log to provide an instrument suitable to meet the requirements of this study, the following steps were taken:

1. The IRCOPPS statistician, Dr. Chancey Dayton, was interviewed and offered assistance in identifying those areas which had proven most difficult to analyze from the IRCOPPS Functions Log.

2. A Systems Analyst for the Maryland State Department of Education, Mr. Robert Bassford, was consulted about the format for the new log and about the data processing procedures to follow.

3. Counselors who had used the IRCOPPS log were interviewed to determine the difficulties they had encountered in using the original log.

4. The decision to organize the data on the new log in accordance with the functions and categories indentified by the ASCA Policy Statement[1] was made.

5. A series of adaptations of the IRCOPPS log was undertaken. The three-dimensional scheme of activity performed, purpose of the activity, and the persons involved was accepted as the basis for the collection of the data.

The number of minutes devoted to any one function was retained as the measurement for statistical analysis. The format was designed to provide a self-contained instrument which would be:

a. easy to use
b. applicable at any grade level
c. readily interpreted for statistical analysis
d. reasonably accurate and adequate in the responses obtained
e. free from clues as to favorable or unfavorable responses (The terms "counseling" and "consulting" were avoided deliberately, but their meaning was established clearly through the various combinations of the tri-dimensional scheme of action, purpose, and persons involved.)

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[1] Paul W. Fitzgerald, "The Professional Role of School Counselors ," Counseling, A Growing Profession, Report of the American Personnel and Guidance Association Concerned with the Professionalization of Counseling, John W. Loughary, editor (Washington, D.C.: American Personnel and Guidance Association, 1965), pp. 32-33 .

Pilot Run

Copies of the first draft of the functions log were distributed to a selected sampling of counselors chosen at random from county schools which would not be included in the main study and to three guidance supervisors. Involved in this trial run were four elementary school counselors from the IRCOPPS project, three junior high and five senior high school counselors.

Each of these counselors was asked to maintain a log of his professional activities for three days and then to offer an analysis and criticism of the instrument. In addition, each person was asked to note at the top of each log sheet the nature of the activity being recorded so that a check of the validity of the instrument could be made.

Ten days later each counselor was interviewed, and all suggestions were noted. The logs were collected and examined in detail to determine whether the counselor had recorded in all sections of the log according to instructions and whether the form actually provided for the identification of the function described in the notes made on each log sheet.

During these interviews the counselors indicated that there was considerable variation in the amount of time required to complete the logs. Some counselors reported ten minutes per log on the first day of usage. By the second day, however, this time was reduced by most to less than a minute per log. From this experience came the decision to allot one day of practice time before the actual collection of data would begin in the main study.

Another finding was the importance of filling in the log immediately following the completion of the activity rather than waiting to record everything at the day's end.

While the counselors were recording their activities in this trial run, the three guidance supervisors were asked to simulate a wide variety of guidance functions and to log them on the form to study further the utility of the instrument. Their suggestions and criticisms were similar to those of the counselors.

The final draft of the log was an incorporation of these recommendations as well as the suggestions made by the data processing analyst. On January 31, 1968, the form was submitted to the Digitek Company for the printing of 50,000 copies. (Exhibit C).

Reliability Check

The decision was made to use the split-half method to check the reliability of the instrument. The calendar for maintaining the logs was established to include ten days for each counselor. The reliability check examined the reports of one five-day period against the reports of the second five-day period and each period against the total. Further details are reported in Chapter VI.

III. DETERMINATION OF THE SAMPLING

Because of the variation in size, both of the twenty-three school systems and of the schools, the decision was made to include a sufficient number of schools to provide a representative sampling of each organizational pattern both at the county and school levels. To insure that the school be accurately measured in terms of guidance functions performed as well as to minimize the effect of the principal's expectations and the climate of the school, the decision was made to include all of the counselors assigned to each of the selected schools.

Sixty-six schools were drawn randomly from lists of senior high schools in each of the twenty-three counties of Maryland in such a way as to insure proportional representation by size of schools in terms of the number of counselors employed. Because this number of schools represented so closely fifty percent of the senior high schools (or combination junior-senior high schools) in these counties, the goal was set to approach as closely as possible fifty percent in each category of school to be studied.

Some discrepancies occurred between the selected sampling and the actual sampling. The one seven-counselor school staff and individual counselors from four other schools did not complete the study. In twenty counties all of the counselors in the selected schools participated.

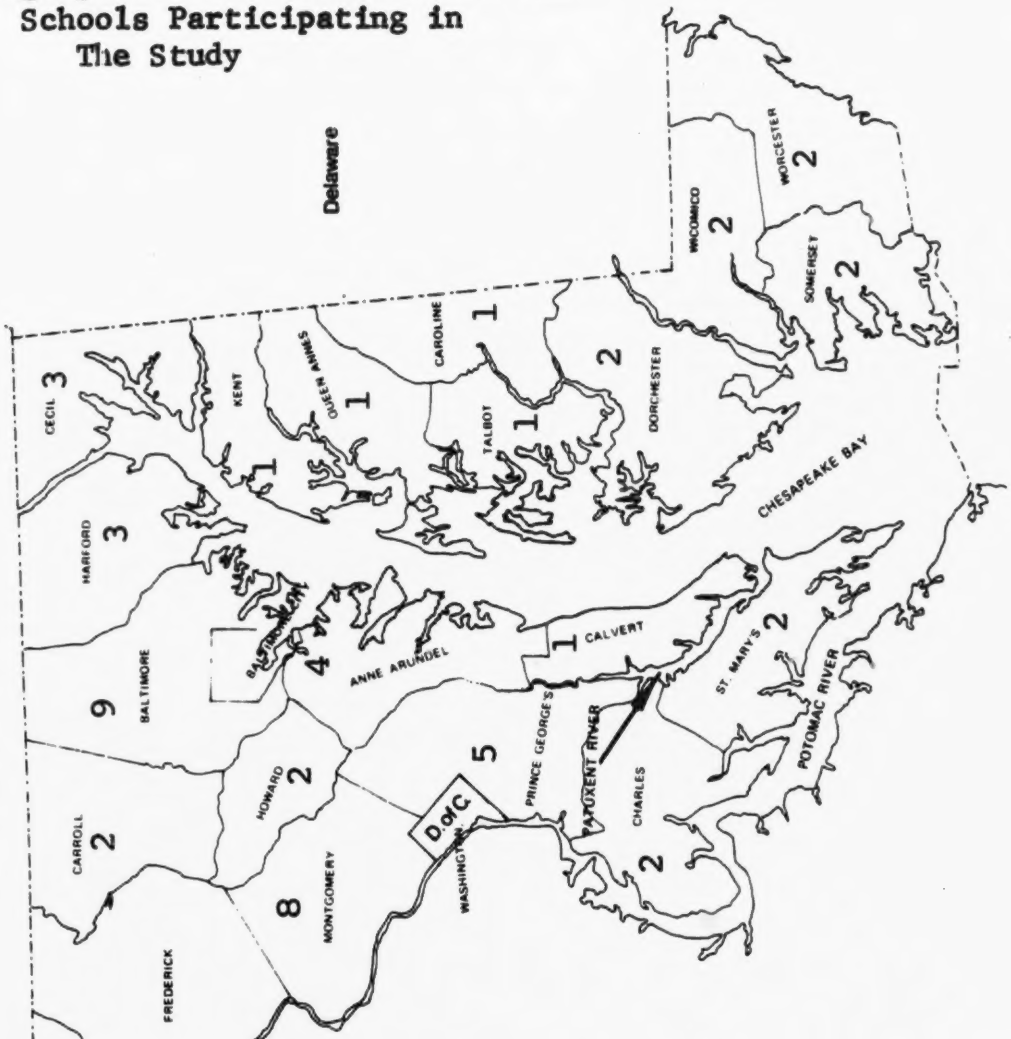
The geographical distribution of the schools and counties is presented in Chart 3 on the following page. A summary of the sampling is given below with more detailed information reported in Tables 1 and 2 of Appendix A.

Sampling for the Study

By counties:	Number selected	23
	Number participating	23
	Percent of selected participating	100
By schools:	Number selected	66
	Number participating	65
	Percent of selected participating	98.5

Chart Three

Geographical Distribution of the Schools Participating in The Study


Delaware
Pennsylvania
Virginia
West Virginia
CECIL 3
KENT 1
QUEEN ANNES 1
CAROLINE 1
TALBOT 1
DORCHESTER 2
WICOMICO 2
WORCESTER 2
SOMERSET 2
CHESAPEAKE BAY
HARFORD 3
BALTIMORE 9
BALTIMORE 4
ANNE ARUNDEL
CALVERT 1
ST. MARY'S 2
POTOMAC RIVER
PATUXENT RIVER
CHARLES 2
PRINCE GEORGE'S 5
HOWARD 2
D of C
WASHINGTON
CARROLL 2
MONTGOMERY 8
FREDERICK
WASHINGTON 4
ALLEGANY 4
GARRETT 1

Numerals indicate the number of schools in each county school system.

By counselors:	Number selected	188
	Number participating	176
	Percent of selected participating	93.5
By supervisors:	Number selected	24
	Number participating	24
	Percent of selected participating	100

(This participation by guidance supervisors was for that portion of the study designed to establish the "Categorization of Counselor Functions" and the "Conceptual Model of Counselor Types" and was determined by the attendance of these persons at a special meeting of guidance supervisors.

One of the major considerations of the study was the relationship between organizational patterns at the school system level and counselor functioning. Therefore an effort was made in selecting schools for the sampling to maintain an equal distribution among the four organizational patterns existing at the county level in Maryland.

The distribution of the schools and counselors according to these organizational patterns is presented in Table 3 of Appendix A. Again, the goal was to approximate fifty percent in each of these patterns of organization.

County organizational patterns were determined according to the following criteria:

Plan I.a.: A Director or Supervisor of Pupil Services has responsibility for the county's program of all pupil services, including guidance, and there is at least one additional person assigned to the position of Supervisor of Guidance.

Plan I.b.: A Director or Supervisor of Pupil Services has responsibility for the county's program of all pupil services, including guidance, and this person is also assigned the direct responsibility for the supervision of guidance.

Plan II.a.: A Director or Assistant Superintendent of Instruction has the responsibility for the county's guidance program as part of the total instructional program. There is also an additional person assigned the specific responsibility for supervision of the guidance program.

Plan II.b.: An Assistant Superintendent, Director, or Supervisor of Instruction has the responsibility for the county's guidance program as part of the total instructional program with no additional personnel assigned the specific responsibility for the supervision of guidance.

The designation of organizational pattern is based on the personnel assigned the supervision of guidance and is therefore directly influenced by the size of the county system. Counties falling into Plans I.a. and I.b., while they differ markedly in size, share the concept of guidance coming under the direct administration of the Pupil Services Supervisor or Director. Plans II.a. and II.b., also considerably different in size, share the concept of guidance under the direct administration of an Instructional Director and separate from the administration of the other areas of pupil services.

Therefore, to compensate for variations due to county size, these four plans may be considered as forming two major groupings. The one which includes Plans I.a. and I.b. is called the Pupil Services Organizational Approach throughout this report. The second grouping, which includes Plans II.a. and II.b. is referred to as the Instructional Organizational Approach.

County organizational pattern or plan designations are as follows:

Pattern or Plan I.a.: Counties 3, 15, 16, and 18
I.b.: Counties 4, 5, 6, 10, 17, 19, and 20
II.a.: Counties 2, 7, 8, 13, 21, and 22
II.b.: Counties 1, 9, 11, 12, 14, and 23

Pupil Services Organizational Pattern or Approach:

Counties 3, 4, 5, 6, 10, 15, 16, 17, 18, 20

Instructional Organizational Pattern or Approach:

Counties 1, 2, 7, 8, 9, 11, 12, 13, 14, 21, 22, 23

IV. DEVELOPMENT AND COMPLETION OF ADDITIONAL INSTRUMENTS

Because the analysis of data collected by log for this study was based on the categories specified by the ASCA Policy Statement (Exhibit F) and then the Wrenn larger categories described in Chapter II, there was a need to examine the degree to which these two patterns of function categorization coincided. Consequently, an instrument entitled "A Categorization of Counselor Functions" was devised (Exhibit G) and distributed to the twenty-four supervisors of guidance present at the meeting described above. The response to this instrument is reported in Chapter IV.

In order that the functions log responses might be analyzed into a meaningful report, it was necessary to develop a sorting system which would reduce the vast array of possible combinations of the tri-dimensional responses to a manageable number. For this reason then, each of the three dimensions of the log form was examined and reduced to major areas which were identified by scoring keys (Exhibits H, I, and J). Exhibit K is the computer sorting program developed from these three dimensional keys. For only one section of the log--"Activity Performed"--was the key known to the counselors as they maintained the logs. For this section the key was printed as a code on the reverse side of the Digitek form. In effect, then, for this one section the counselor himself performed the first and basic sorting operation.

To determine the degree of professional agreement with the "Activity Performed" scoring key and also with the key developed for the section of the log entitled "Primary Emphasis", the following two instruments were devised and were completed by the twenty-four guidance supervisors:

1. "Classification by Emphasis" (Exhibit L)
2. "Classification by Actions Performed" (Exhibit M)

For the first of these two instruments the twenty-eight areas of primary emphasis identified on the log were sorted into the ASCA categories by the supervisors. For the second instrument, specific actions performed by counselors were categorized into major types of activities.

The responses to these two instruments and the degree of agreement between the supervisors completing them and the design of the research is reported in detail in Chapter IV.

The key to the third section of the log--"With Whom"--was so obvious that substantiation seemed unnecessary. Consequently, no instrument was developed for this purpose.

Verification of the Conceptual Model

A conceptual model of types of practicing school counselors predicated on the percentage of time devoted to the categories of functions identified by the ASCA Policy Statement[3] and then further by Wrenn[4] was proposed. This model was based on the assumption that all school counselors would fall somewhere along a continuum in terms of the percentage of time each devoted to the four major categories of functioning--counseling, consulting, coordinating and change, and other non-guidance related duties. Dividing this continuum into five equal parts would result in the identification of five types of school conselors. Accordingly, the conceptual model described in Chart 4 below was developed, as were the Tables of Counselor Type Ranges and Counselor Type Score Ranges.

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[3] Paul Fitzgerald, *op. cit.*

CHART 4

CONCEPTUAL MODEL OF COUNSELOR TYPES BASED ON THE PERCENTAGE OF TIME SPENT IN FOUR MAJOR CATEGORIES OF FUNCTION

Major Category of function	Counselor Type				
	I Heavy emphasis on administrative functions	II Moderate emphasis on administrative functions	III Emphasis consistent with guidance supervisors' expectations	IV Moderate emphasis on counseling	V Heavy emphasis on counseling
Counseling	15	35	55	65	75
Consulting	10	15	20	22	25
Coordinating and change	35	25	15	5	0
Other	40	25	10	8	0
Total	100	100	100	100	100

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[4] Gilbert Wrenn, *op. cit.*

CHART 5

TABLE OF CONCEPTUAL COUNSELOR TYPE RANGES IN PERCENTAGES

Major Category of Function	Counselor Type				
	I	II	III	IV	V
Counseling	0-25	26-45	46-60	61-70	71-100
Consulting	0-12	13-17	18-21	22-23	24-100
Coordinating and change	30-100	20-29	10-19	3-9	0-2
Other	33-100	17-32	9-16	5-8	0-4

CHART 6

TABLE OF POSSIBLE COUNSELOR TYPE SCORE RANGES

Counselor Type	Possible Score Ranges
I	0 to 100
II	101 to 200
III	201 to 300
IV	301 to 400
V	401 to 500

To verify the validity of the conceptual model, an instrument was devised to determine the degree to which guidance supervisors in Maryland agreed on the existence of these types of counselors. (Exhibit N). This same instrument tested the appropriateness of the ASCA Policy Statement with the supervisors' conception of the functioning of Maryland counselors. Each of the supervisors was asked to indicate his perceptions of the percentage of time counselors spent in these various categories of professional activities. From their responses means and medians were calculated and compared with the conceptual model developed for this study. A detailed report of these findings is presented in Chapter V.

Development of Counselor Type Tables

In order to convert the counselor types, based on the percentages of time spent in the four "Wrenn categories", to counselor type scores for use in statistical calculations four Tables of Type Scores" were developed based on a 500 point range. (Tables Four, Five, Six, and Seven in Appendix A.) The plan for converting the responses obtained from the Activities Logs into counselor types and counselor type scores is outlined in Chart 7 on the following page.

V. DISTRIBUTION OF INSTRUMENTS

At a special conference with guidance supervisors the decision was made that each county should be visited for a short explanatory meeting with the counselors selected for the study. A schedule was established and beginning on February 22, 1968, a thirty-minute session was held in each of the counties for this purpose.

A packet of materials, including a letter inviting participation in the study (Exhibit O), Information and Directions (Exhibit P), the Personal Information Form (Exhibit A), a Sample Activities Log (Exhibit C), a summary of the proposal (Exhibit D), and a self-addressed and stamped envelope for the return of the Personal Information Form, was given to each counselor with an appropriate explanation.

CHART 7

PLAN FOR CONVERSION OF ACTIVITIES LOG RESPONSES INTO COUNSELOR TYPES

1. Collection of data utilizing the "School Counselor Activities Log."

II. Organization of this data into categories by utilizing a three-dimensional scheme including the following areas:

PERSONS WITH WHOM FUNCTION IS PERFORMED	ACTION THAT IS REPORTED	PRIMARY EMPHASIS OF THE ACTIVITY PERFORMED
1. Student(s) 1 to 8 Students 9 or more	1. Preparation and planning	1. Counseling
2. Parent(s)	2. Conferring	2. Educational-vocational planning
3. Referral personnel	3. Administering	3. Placement
4. School staff	4. Clerical	4. Appraisal
5. Guidance personnel	5. Evaluating	5. Referral
6. Placement personnel	6. Professional self-development	6. Planning and preparation
7. Clerical personnel	7. Other general school duties	7. Research
8. Public		8. Public relations
9. Self		

III. Using a specially developed computer program, sorting by data processing into the fifty specific functions designated by the American School Counselors Association.

IV. Further sorting of these fifty specific functions into thirteen major categories.

V. Further sorting of these thirteen major categories into the four categories of function identified by C. Gilbert Wrenn in The Counselor in a Changing World.

VI. Computation of the time each counselor spent in each of the thirteen ASCA and the four Wrenn categories and conversion to percentages of the total work week.

VII. Conversion to "Counselor Type Scores" utilizing the "Tables of Counselor Type Scores" developed for this study.

VIII. Assignment of "Counselor Types" from the "Table of Counselor Type Score Ranges."

The Counselor Coding System

To insure anonymity of the participating counselors and schools and to underscore the non-evaluative purpose of the study, a five-digit code number was assigned to each counselor. The first digit indicated the sex of the counselor (1--Male; 2--Female); the second and third digits identified the county; the fourth, the school; and the fifth digit, the counselor within the school.

Revision of Calendar for Collection of Logs

The calendar for collection of data was established to cover a ten-week period in the spring and to include two of each of the days of the work week. When school holidays interfered in some counties, adjustments were made so that data were collected in the following week on the same week day as had been missed. The same procedure was utilized for individual counselors absent for personal reasons. Absence for professional purposes was recorded on the log.

VI. COLLECTION OF DATA

The decision to maintain the logs over a ten-day period was based on the following considerations:

1. A large sampling of counselors was involved, and a greater number of days would have resulted in an unwieldy number of log sheets for processing.

2. Counselors could not reasonably be asked to give more time than the ten days.

3. Fewer days would not give a complete picture of the counselor's work schedule.

4. Variations in daily routine could be verified by having two of each week day recorded.

5. The reliability of the instrument could be checked by correlating one five-day period against another and against the total ten days.

The period of time (March 1 to May 15) provided a ten-week period when various guidance and counseling activities might reasonably be anticipated. The time selected was not too near the closing of school to have nuisance value; yet it was sufficiently so as to include some of the special activities involved in the pressure of ending the school year. This period of time also included at least one major professional development activity in which some counselors might be expected to participate, a State-wide professional meeting.

Early in May each counselor received instructions (Exhibit Q) for collating the materials for final submission. A random sample of one third of the participants was interviewed at the time the logs were collected to determine reaction to the instrument as well as to assess problems created by the extra work load. Most counselors reported the experience to have been an interesting one which forced them to do some self-evaluating. A few found it time-consuming; most indicated that they were able to respond on each log sheet quickly and without undue effort.

The "Primary Emphasis" section created the most concern because it forced the counselor to identify one major emphasis. Although the alternative of using more than one log sheet per activity in case of a dual purpose was provided, few resorted to this. A few counselors thought that this section should have had a "catch-all" response or should have allowed for more than one response. However, the majority expressed the belief that forcing a single choice was more effective in demanding that the counselor define precisely what he was doing in terms of purpose.

VIII. STATISTICAL ANALYSIS

The initial data processing of the Digetek forms was accomplished by the Research Division of the Maryland State Department of Education where the forms were read and recorded onto computer tape. At the same time the computer program for sorting the data into the various categories for analysis was developed.

The original draft of this sorting program (Exhibit K) classified 63.5 percent of the logs on the first computer run. Further refinements of the sorting program resulted in the categorization of 98.5 percent of the logs, leaving only 364 forms to be hand-sorted.

Other appropriate computer programs were developed to sort the fifty categories of functions into "Counselor Types" and to evolve "Counselor Type Scores."

Data concerning the administrative factors to be examined were placed on key-punched cards, as were data on "Counselor Type" and "Counselor Type Scores," which were derived from the sorting process. Chi-square contingency coefficients were derived by computer for the discrete data and the "Counselor Types." Pearson Product-Moment correlations were determined for the continuous data and the "Counselor Type Scores." The "F-Test" was applied to determine the significance of the F-ratios derived by a simple one-way analysis of variance of the means of the Counselor Type Scores.

A record of the time distribution of each counselor was prepared by computer and distributed to each participating counselor (Exhibit R). Each county superintendent received a report showing the State means as well as the individual county means. A formal report was made to the State Superintendent of Schools.

CHAPTER V

FINDINGS FROM THE PRELIMINARY STUDIES

As preparation for the main study of the impact of specified administrative factors on counselor functioning, several preliminary studies were completed. The findings from two or these studies are reported in this chapter in sections entitled:

1. Verification of the Conceptual Model of Counselor Type
2. Verification of the Categorization of Counselor Functions

VERIFICATION OF THE CONCEPTUAL MODEL OF COUNSELOR TYPES

Responses of the twenty-four Maryland guidance supervisors to the instrument entitled "Conceptual Model of Counselor Type Based on Percentages of Time Devoted to the Various Professional Functions Defined by Wrenn" (Exhibit N, Part A, of Appendix B) provided one verification of the conceptual model of counselor types developed for the study. These supervisors indicated on this instrument their perceptions of the percentage of time each of five types of school counselors might be expected to spend in the four categories of counseling, consulting, coordinating and change, and other.

The types of counselors identified in this model ranged on a five-point scale from the Type I counselor who devotes a minimum amount of time to counseling and consulting and a maximum amount of time to administrative functions to the Type V counselor who spends a maximum amount of time in counseling and consulting and a minimum amount in administrative duties. The means and medians of the percentages of time suggested by these guidance supervisors are reported in the following two tables.

TABLE 1

CONCEPTUAL MODEL OF COUNSELOR TYPES BASED ON MEANS OF RESPONSES OF TWENTY-FOUR MARYLAND GUIDANCE SUPERVISORS IN TERMS OF PERCENTAGES OF TIME SPENT ON EACH FUNCTION

Wrenn Function	Counselor Type				
	I Heavy emphasis on administrative functions	II Moderate emphasis on administrative functions	III Emphasis consistent with guidance supervisors' expectations	IV Moderate emphasis on counseling	V Heavy emphasis on counseling
Counseling	16.3	34.8	56.5	63.2	73.7
Consulting	21.9	21.5	20.5	17.0	12.2
Coordinating and change	20.9	17.1	13.0	10.6	7.2
Other	40.9	26.6	10.0	9.2	6.9
Total	100.0	100.0	100.0	100.0	100.0

TABLE 2

CONCEPTUAL MODEL OF COUNSELOR TYPES BASED ON MEDIANS OF RESPONSES OF TWENTY-FOUR MARYLAND GUIDANCE SUPERVISORS IN TERMS OF PERCENTAGES OF TIME SPENT ON EACH FUNCTION

Wrenn Function	Counselor Type				
	I	II	III	IV	V
Counseling	17.0	35.6	53.6	65.6	75.6
Consulting	22.0	22.3	23.9	18.6	13.1
Coordinating and Change	20.9	17.4	14.0	11.5	8.1
Other	42.0	29.9	10.0	8.8	7.0
Total	100.0	100.0	100.0	100.0	100.0

The responses of the individual guidance supervisors from which these tables were derived, as well as the frequency distribution of these responses, are recorded in Appendix A, Tables 8 through 15. Examination of these tables reveals a wide variation in the expectations of some supervisors. However, the mean of 73.7 percent of time to be devoted to counseling for the Type V counselor indicates an opinion of these supervisors that even the most counseling-oriented counselor is expected to perform in the school situation certain functions in addition to counseling.

Further verification of the conceptual model of counselor functioning was provided by these same supervisors in their completion of Part B of this same instrument (Exhibit N). This time the supervisors indicated the percentage of time they thought reasonable to expect a school counselor to devote to each of the ten major categories of function defined by ASCA. In effect, these supervisors were recording their expectations of the functioning of a Type III counselor. The means and medians of their responses are indicated below.

TABLE 3

MEANS AND MEDIANS DERIVED FROM THE RESPONSES OF TWENTY-THREE MARYLAND GUIDANCE SUPERVISORS TO A REASONABLE EXPECTATION OF THE FUNCTIONING OF AN AVERAGE (TYPE III) COUNSELOR IN TERMS OF THE PERCENTAGE OF TIME DEVOTED TO THE ASCA CATEGORIES OF FUNCTION

ASCA Functions	Percentage of Time	
	Mean	Median
I. Planning and program development	7.4	8.67
II. Counseling	42.0	44.00
III. Pupil appraisal	7.7	8.56
IV. Educational-occupational planning	10.5	10.57
V. Referral	3.4	3.92
VI. Placement	3.9	5.85
VII. Parent help	8.0	10.46
VIII. Staff consultation	8.4	9.78
IX. Local Research	3.8	3.61
X. Public relations	3.2	3.09
Other	1.7	2.53
Total	100.0	100.00

Calculated from Tables 16 and 17 of Appendix A.

Two different sets of data were now available to describe the expectations of Maryland guidance supervisors for the functioning of school counselors. The first set of expectations (Tables 1 and 2) was based on the Wrenn model for classifying counselor functions. The second set of expectations of an "average" school counselor was based on the ASCA model of counselor functioning. The two sets of data were necessary because the "Activities Log" used in the main study was related to the ASCA classification, and the statistical analysis to be used was based on the Wrenn classification of functions.

To reconcile the ASCA categories with the Wrenn categories each of the twenty-four guidance supervisors completed the instrument entitled "A Categorization of Counselor Duties" (Exhibit G, Appendix B). This procedure indicated the Wrenn category to which each of the forty-eight ASCA functions was assigned by these supervisors. Their individual responses to this instrument are recorded in Table 18 in Appendix A.

The percentage of the supervisors agreeing with the categorization established originally for this study is indicated in Table 4 on the following pages. In this table the Roman numerals indicate the major ASCA categories, and the Arabic numerals represent the specific functions within the categories. Each function is defined in detail in Exhibit F which appears in Appendix B of this report.

In only two major areas was there complete agreement among the guidance supervisors as to which Wrenn category the various ASCA functions belonged. All twenty-four classified the three ASCA counseling functions (II.a,b,c) as belonging in the Wrenn counseling category, and all of them placed "interpreting to parents" (VII.a) in the Wrenn consulting category. However, sufficient agreement was indicated on all forty-eight ASCA functions to verify the assignment of each of these functions to one of the four Wrenn categories in the conceptual model.

TABLE 4

PERCENTAGE OF TWENTY-FOUR MARYLAND GUIDANCE SUPERVISORS WHO CLASSIFIED EACH ASCA FUNCTION INTO THE FOUR WRENN CATEGORIES UTILIZED IN THE CONCEPTUAL MODEL DEVELOPED FOR THIS STUDY

Wrenn Category	ASCA Function*	Percent
Counseling	II. Counseling	
	a. Pupil self-understanding	100
	b. Personal information to the pupil	100
	c. Problem-solving and personal planning for the pupil	100
	III. Pupil Appraisal	
	d. Identification of the pupil's special needs and abilities	46
	IV. Educational and Occupational Planning	
	a. Educational-occupational planning	71
	b. Provision of educational-occupational information to individual pupils	63
	c. Help with college planning	58
	d. Help with military service plans	83
	f. Help to dropouts in planning	46
	VI. Placement	
	a. Long-range educational planning with the pupil	79
	d. Helping pupil to understand job and college placement procedures	83
Consulting	I. Planning and Development of the Guidance Program	
	c. Help the staff in developing plans for the guidance program of the school	50
	III. Pupil Appraisal	
	c. Interpretation of pupil data to staff and parents	54
	IV. Educational and Occupational Planning	
	e. Conferences with staff on curriculum	54
	V. Referral Work	
	a. Development with parents of the acceptance of referral resources	42
	VI. Placement	
	b. Work with staff on educational placement of pupils within the school	83

*Defined in detail in Exhibit F, Appendix B, Page 260.

TABLE 4
(Continued)

PERCENTAGE OF TWENTY-FOUR MARYLAND GUIDANCE SUPERVISORS WHO CLASSIFIED EACH ASCA FUNCTION INTO THE FOUR WRENN CATEGORIES UTILIZED IN THE CONCEPTUAL MODEL DEVELOPED FOR THIS STUDY

Wrenn Category	ASCA Function*	Percent
Consulting (Cont.)	VII. Parent Help	
	a. Interpretation of guidance services	100
	b. Assistance to parents in understanding pupils	83
	c. Provision of information to parents	63
	VIII. Staff Consulting	
	a. Sharing of pupil data with staff	92
	b. Helping staff to identify pupil needs	96
	c. Helping with staff in-service training	92
	d. Assisting the staff with group guidance activities	75
Coordinating and Change	I. Planning and Development of the Guidance Program	
	a. Assistance in defining guidance objectives of the school	62
	b. Identification of school's guidance needs	50
	d. Coordination of guidance services	96
	e. Assistance in planning guidance program and in curriculum development	75
	f. Evaluation of the guidance program	67
	III. Pupil Appraisal	
	a. Coordination of the pupil data system	58
	b. Coordination of the confidential files	79
	e. Utilization of data processing	80
	V. Referral Work	
	b. Coordination of referrals	92
	c. Identification of pupils for referral	58
	d. Identification of community resources	63
	e. Assistance with referral procedures	63
	f. Coordination of referral follow-up	100
	VI. Placement	
	c. Coordination of transfer of pupil data	79
	e. Work with placement officials	84

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*Defined in detail in Exhibit F, Appendix B, Pages

TABLE 4
(Continued)

PERCENTAGE OF TWENTY-FOUR MARYLAND GUIDANCE SUPERVISORS WHO CLASSIFIED EACH ASCA FUNCTION INTO THE FOUR WRENN CATEGORIES UTILIZED IN THE CONCEPTUAL MODEL DEVELOPED FOR THIS STUDY

Wrenn Category	ASCA Function*	Percent
Coordinating and Change	VIII. Staff Consulting	
	e. Provision of information on relevant environmental conditions to school officials	75
	IX. Local Research	
	a. Conducting follow-up studies of graduates and dropouts	75
	c. Conducting placement studies	63
	d. Conducting studies on use of data systems	59
	e. Conducting studies of community trends in occupations	84
	f. Evaluating the school's guidance services	75
	X. Public Relations	
	a. Participation in civic programs	79
	b. Preparation of publications	71
Other	No such ASCA category; for this study three additional categories were added:	
	XI. Professional self-development	
	XII. Clerical functions	
	XIII. Other school responsibilities not directly related to the guidance program	

*Defined in detail in Exhibit F, Appendix B, Page 260.

To convert the percentages of time suggested by these supervisors as a reasonable expectation of a Type III (average) counselor for fulfilling the ASCA functions (Table 3, Page 64) to percentages of time devoted to the Wrenn categories so that a comparison could be made of the expectations arrived at in these two different ways (Exhibit N, Parts A and B), the following steps were taken:

1. The mean percentage of time suggested by these supervisors for each major ASCA category (Roman numerals, Table 3, Page 64) was divided by the number of specific functions (Arabic numerals, Table 5, Page 70) within the ASCA major category.

2. The resulting percentage of time was apportioned to the Wrenn category to which the ASCA function (Arabic numerals) was assigned in Table 4. The resulting distribution of time is reported in Table 5 on the following page.

TABLE 5

PERCENTAGE OF TIME SUGGESTED BY TWENTY-FOUR MARYLAND GUIDANCE SUPERVISORS AS A REASONABLE EXPECTATION OF A TYPE THREE (AVERAGE) COUNSELOR FOR THE ASCA CATEGORIES OF FUNCTION CONVERTED TO THE WRENN CATEGORIES AS DEFINED IN THE CONCEPTUAL MODEL USED IN THE STUDY

ASCA Major Category	Total Percent of Time Suggested (Table 3)	Number of Functions per Category	Percent of Time Per Function (Column One ÷ Column Two)	Percentages to be allotted from Table 4			
				Counseling	Con-Sulting	Coordinating	Other
I. Planning	7.4	6	1.2		1.2	6.2	
II. Counseling	42.0	3	14.0	42.0			
III. Appraisal	7.7	5	1.5	1.5	1.5	4.7	
IV. Educational-vocational planning	10.5	6	1.75	8.75	1.75		
V. Referral	3.4	6	.60		.60		
VI. Placement	3.9	5	.80	1.5	.80	1.6	
VII. Parent help	8.0	3	2.70		8.0		
VIII. Staff Consultation	8.4	5	1.70		6.7	1.7	
IX. Local research	3.8	6	.63			3.8	
X. Public relations	3.2	2	1.60			3.2	
XI. Other	1.7	3	5.7				1.7
Total	100.0	50		53.75	20.55	24.00	1.7

A comparison of the total percentages reported for each Wrenn category in Table 5 with the means of the responses of the guidance supervisors reported in Table 1 shows a close similarity.

TABLE 6

COMPARISON OF THE PERCENTAGES OF TIME SUGGESTED AS REASONABLE EXPECTATIONS FOR A TYPE III (AVERAGE) COUNSELOR ARRIVED AT USING TWO DIFFERENT APPROACHES -- THE WRENN APPROACH (EXHIBIT N, PART A) AND THE ASCA APPROACH (EXHIBIT N, PART B)

Wrenn Categories	Percentages of Time Suggested				
	Using Wrenn Approach			Using ASCA Approach	
Counseling	56.5	77.0	Counseling-Type Functions	74.3	53.75
Consulting	20.5				20.55
Coordinating and change	13.0	23.0	Administrative Functions	25.7	24.0
Other	10.0				1.7

The original conceptual model was then adjusted to correlate with the findings given above and to provide rounded numbers for ease of calculation. The resulting model utilized in the main study is presented on the following page in Table 7.

TABLE 7

CONCEPTUAL MODEL OF COUNSELOR FUNCTION DEVELOPED FOR THE STUDY AND SHOWING PERCENTAGES OF TIME SPENT BY THE COUNSELOR IN EACH CATEGORY OF FUNCTION

Functions	Counselor Type				
	I Heavy emphasis on administrative functions	II Moderate emphasis on administrative functions	III Emphasis consistent with guidance supervisors' expectations	IV Moderate emphasis on counsel-ing	V Heavy emphasis on counsel-ing
Counseling	15	35	55	65	75
Consulting	10	15	20	22	25
Coordin-ating and change	35	25	15	5	0
Other	40	25	10	8	0
Total	100	100	100	100	100

VERIFICATION OF THE CATEGORIZATION OF COUNSELOR FUNCTIONS

To develop the computer program for sorting the myriad counselor activities recorded on the Activities Log into the forty-eight ASCA functions and then into the four Wrenn categories it was necessary to establish keys for the first sorting of each of the three dimensions of the log--"Activities Performed", "Primary Emphasis", and "Performed With Whom". The purpose of the second preliminary study was to verify the accuracy of these keys in the opinion of Maryland guidance supervisors.

Because the third dimension--"Performed With Whom"--was judged to be so obvious as to need no verification, the tentative key (Exhibit I in Appendix B) was adopted as final.

To verify the "Activities Performed" key the twenty-four guidance supervisors responded to an instrument entitled "Classification of Actions Performed" (Exhibit M, Appendix B). The frequency of their responses and the percentages of agreement with the tentative key are reported in Table 19 of Appendix A. These responses indicate a wide variation in classification of activities by these supervisors. The greatest disagreement occurred in defining the area of "administering." However, sufficient agreement with the total key was established (64 percent overall) to permit adoption for the main study. (Exhibit J, Appendix B.)

A summary of the degree of agreement of these supervisors is presented in Table 8.

TABLE 8

AMOUNT AND PERCENTAGE OF AGREEMENT OF TWENTY-FOUR MARYLAND GUIDANCE SUPERVISORS ON THE CLASSIFICATION OF ACTIONS PERFORMED BY SCHOOL COUNSELORS WITH THE KEYS ESTABLISHED FOR THIS STUDY

Classification of Action Performed	Number of Items on the Log	Number Items with Majority Agreement	Number of Items with Plurality Agreement	Total Percent Agreement
Preparation and planning	9	4	2	67
Conferring	13	8	0	61
Administering	13	3	2	39
Clerical	8	8	0	100
Evaluating	5	3	0	60
Professional self-development	3	2	0	66
Other	4	3	0	75
Total	55	31	4	64

In order to verify the key to the second dimension of the log--"Primary Emphasis"--the same guidance supervisors responded to the instrument entitled "Classification by Emphasis" (Exhibit L, Appendix B). The number and percentages of supervisors placing the various items in each category of emphasis are reported in Table 20 of Appendix A. The amount of agreement between these responses and the key used in the study is indicated in Table 9.

TABLE 9

AMOUNT AND PERCENTAGE OF AGREEMENT OF TWENTY-FOUR MARYLAND GUIDANCE SUPERVISORS ON THE CLASSIFICATION OF PRIMARY EMPHASIS OF THE FUNCTIONS PERFORMED BY SCHOOL COUNSELORS WITH THE KEY ESTABLISHED FOR THE STUDY

Classification of Primary Emphasis	Number of Items on Log	Number of Items with Majority Agreement	Number of Items with Plurality Agreement	Total Percent Agreement
Counseling	9	6	1	78
Educational-vocational planning	4	3		75
Placement	4	4		100
Appraisal	3	3		100
Referral	2	1		50
Planning and preparation	4	3		75
Research	1	1		100
Public relations	1	1		100
Total	28	22	1	78.6

Sufficient agreement with the key was established (78.6 percent overall) to permit its adoption for the main study. (Exhibit H, Appendix B). There appeared to be more agreement among the supervisors in their classification of functions by emphasis than by specific actions performed. In developing the computer program it was possible to minimize any discrepancies through an appropriate combination of the three dimensions reported on each Activities Log, thus reducing the error in final classification by types.

CHAPTER VI

FINDINGS FROM THE SURVEY OF SPECIFIED ADMINISTRATIVE FACTORS

Preliminary to the main study a survey was conducted of those counties, schools, and counselors selected to make up the research sample. The purpose of this survey was to collect data concerning the administrative factors specified as having possible impact on counselor functioning.

In addition to providing data on these variables for use in the main study, these findings present an overview of the status of guidance and pupil services in Maryland during the 1967-68 school year. A summary of these findings is reported in this chapter for the purpose of establishing a background for interpreting the findings of the main study which are reported in Chapters VII and VIII.

These data from the survey are reported in terms of:

1. the twenty-three counties of Maryland
2. the schools involved in the study
3. the participating counselors
4. arrangements by county organizational plans
5. relationships between these various administrative factors

The Twenty-three Counties of Maryland

The twenty-three counties of Maryland vary considerably in size, ranging from four counties with fewer than five thousand pupils in the total school population to three counties enrolling more than one hundred thousand. Corresponding variations occur in the number of professional personnel employed by these counties.

Among the administrative factors to be examined in the main study for their relationship to counselor functioning are county size by secondary school enrollment and the degree to which counties employ secondary school counselors, guidance supervisors, psychologists, pupil personnel workers, and speech therapists. The amount of variation in these areas of interest is indicated below in Table 10.

TABLE 10

RANGE AND MEDIAN OF THE TWENTY-THREE MARYLAND COUNTIES FOR STUDENT ENROLLMENT AND THE NUMBER OF SPECIFIED PROFESSIONALS EMPLOYED DURING THE 1967-68 SCHOOL YEAR

Factor	Minimum	Median	Maximum
Student enrollment	3,636	16,500	136,469
Full-time secondary school counselors	2.00	10.20	157.70
Guidance supervisors	.10	.37	4.50
School psychologists	0.00	.62	23.00
Pupil personnel workers	1.00	2.71	34.00
Speech therapists	0.00	1.85	74.00

Detailed information is given in Tables 21, 22, and 25, Appendix A.

Throughout this report frequent reference is made to the size of the county. The following classification system is used to identify counties by the number of students enrolled:

Very small county	(VS)	fewer than 5,000 students
Small county	(S)	5,000 to 9,999 students
Medium-size county	(M)	10,000 to 49,999 students
Large county	(L)	50,000 to 99,999 students
Very large county	(VL)	100,000 or more students

The distribution of the school counselors among the various Maryland counties is presented in Table 11 on the following page. This table also indicates the pupil/counselor ratio per county and specifies the variation across the State in this factor. In one county the ratio is as low as 309/1, and at the other extreme, the ratio is 1159/1.

The distribution of guidance supervisors as well as the counselor/supervisor ratio per county is presented in Table 12 on page 80. This table gives some indication of the amount of local leadership provided for the guidance program. Again there is a great range in terms of ratios (from 11 to 160). These counselor/supervisor ratios do not reflect only the number of counselors supervised in the small counties but the total supervisory responsibility, including supervision of instructional personnel.

TABLE 11

DISTRIBUTION OF COUNTIES BY THE NUMBER OF FULL-TIME EQUIVALENT SECONDARY SCHOOL COUNSELORS WITH THE PUPIL/COUNSELOR RATIO AND SIZE OF STUDENT ENROLLMENT INDICATED FOR EACH MARYLAND COUNTY FOR 1967-68

Number of Full-time Equivalent Secondary School Counselors	Number of Counties	Size by Student Enrollment	Pupil/Counselor Ratio per County
1 to 9	11	(S)	574
		(S)	381
		(S)	595
		(S)	1159
		(S)	360
		(S)	487
		(VS)	349
		(VS)	328
		(VS)	500
		(VS)	397
		(M)	442
10 to 19	6	(M)	555
		(M)	405
		(M)	389
		(M)	390
		(M)	309
		(M)	512
20 to 49	2	(M)	530
		(M)	434
50 to 99	1	(L)	495
100 to 149	2	(VL)	414
		(VL)	376
150 to 199	1	(VL)	320

TABLE 12

DISTRIBUTION OF COUNTIES BY THE NUMBER OF FULL-TIME EQUIVALENT GUIDANCE SUPERVISORS EMPLOYED AND WITH COUNSELOR/SUPERVISOR RATIOS AND SIZE OF STUDENT ENROLLMENT INDICATED FOR EACH MARYLAND COUNTY FOR 1967-68

Number of Full-time Equivalent Guidance Supervisors	Number of Counties	Size by Student Enrollment	Counselor/Supervisor Ratio per County
0 to .24	9	(VS)	30
		(VS)	13
		(VS)	50
		(S)	80
		(S)	50
		(S)	60
		(S)	40
		(M)	150
		(M)	160
.25 to .49	8	(VS)	28
		(S)	36
		(M)	80
		(M)	34
		(M)	74
		(M)	55
		(M)	32
		(L)	133
.50 to .74	2	(M)	34
		(M)	38
.75 to .99	0		
1.00 to 1.99	1	(S)	11
2.00 to 2.99	1	(VL)	84
3.00 to 3.99	1	(VL)	60
4.00 to 5.00	1	(VL)	27

In order to examine the relationships between county size and the provision of guidance and other pupil services, the counties were ranked in order of their provision of such services and of their total student enrollments. A summary of the results of these rankings is presented below in Table 13.

TABLE 13

COMPARISON OF THE RANKING OF THE THREE LARGEST, THREE MEDIUM-SIZE, AND THREE SMALLEST COUNTIES OF MARYLAND IN TERMS OF STUDENT ENROLLMENT AND THE EMPLOYMENT OF VARIOUS PUPIL SERVICES PERSONNEL DURING 1967-68

Selected counties	Rank					
	Total Student Enrollment	Secondary Student Enrollment	Number of Secondary Counselors	Number of Other Pupil Service Workers	Secondary Pupil/Counselor Ratio	Other Pupil Resource Worker/Pupil Ratio
Three largest	1	2	1	1	2	2
	2	1	3	2	12	4
	3	3	2	3	6	16
Three medium-size	11	10	5	21	18	22
	12	12	10	11	8	14
	13	13	13	15	14	19
Three smallest	21	20	20	20	17	13
	22	21	19	22	10	20
	23	23	15	17	4	3

Ranking of each county is presented in Tables 24 and 26 in Appendix A.

These variations in rank indicated different points of view regarding the provision of pupil services among the counties of Maryland. Spearman rank-correlations were determined to examine the significance of the relationships between these various county rankings. These correlation coefficients are reported in Table 14 on the following page.

TABLE 14

SPEARMAN RANK CORRELATIONS BETWEEN COUNTY RANKINGS ON THE EMPLOYMENT OF VARIOUS PUPIL SERVICES WORKERS AND SECONDARY SCHOOL ENROLLMENTS IN MARYLAND COUNTIES DURING 1967-68

Secondary school enrollment correlated with	Spearman rank-correlation coefficient
Number of secondary school counselors	.911
Number of pupil services workers	.829
Number of pupil services workers other than counselors	.671
Pupil/counselor ratio	-.01
Pupil/pupil services worker ratio	.011

Both tables 13 and 14 indicate a high degree of correlation between the size of the county by enrollment and the number of pupil services personnel employed. However, the low degree of correlation between county size and ratios of pupil services workers employed suggests that other factors in addition to size need to be examined in a study of the pupil services program's implementation in any county.

Additional Spearman rank correlations emphasize the variations in the numbers of different pupil services workers employed on a per pupil basis by the counties. A summary of these data is presented in Table 15 on page 83.

TABLE 15

SPEARMAN RANK CORRELATIONS BETWEEN COUNTY RANKINGS ON THE EMPLOYMENT OF SCHOOL COUNSELORS AND THE EMPLOYMENT OF OTHER PUPIL SERVICES SPECIALISTS IN MARYLAND 1967-68

Pupil/counselor ratio correlated with	Spearman rank-correlation coefficient
Pupil/pupil personnel worker ratio	.267
Pupil/school psychologist ratio	.530
Pupil/speech therapist ratio	.383

Ratios for each county are given in Tables 23 and 26 in Appendix A.

The low correlation between pupil/counselor and pupil/pupil personnel worker ratios is influenced probably by the mandate that all Maryland counties employ pupil personnel workers regardless of local interest in the program. The higher correlation between pupil/counselor and pupil/school psychologist ratios appears to reflect the more voluntary nature of both these pupil services programs. Counties vary considerably in their ability to support educational programs, including pupil services, and consequently priorities are assigned within the framework of the State requirements and in accordance with local need and interest.

During 1967-68 a total of $7,498,087 was spent by the Maryland counties for guidance salaries and materials. These expenditures varied considerably from county to county, as is indicated in Table 16 on the following page.

TABLE 16

RANGES, MEDIANS, AND MEANS OF PER PUPIL GUIDANCE EXPENDITURES BY MARYLAND COUNTIES DURING 1967-68

Source of funds	Maximum	Minimum	Median	Mean
All sources combined	$38.55	$11.17	$24.25	$24.65
Local county sources	29.30	3.79	14.25	15.37

Expenditures by county are reported in Table 27 in Appendix A.

Although the State's equalization plan helps to minimize the differences in benefits to students who reside in less affluent counties, Table 16 shows clearly that a considerable gap still exists in terms of pupil services expenditures.

The total guidance expenditure per county is closely related to county enrollment, as might be expected. However, per pupil guidance expenditures vary considerably in spite of size, as is indicated in Table 17 on the following page. This situation reflects to a considerable degree the ability of the local unit to support programs beyond the minimum required by numbers of students.

Also reflected, however, is the interest in the program shown by the local system. The very similar rankings for expenditures from local and total sources of support indicate, in spite of the various local studies and recommendations reported on page of this report, an absence of unusual local commitment to the pupil services program.

TABLE 17

COMPARISON OF THE RANKING OF THE THREE LARGEST, THREE MEDIUM-SIZE, AND THREE SMALLEST MARYLAND COUNTIES IN TERMS OF EXPENDITURES FOR THE SUPPORT OF GUIDANCE SERVICES DURING 1967-68

Selected Counties	Rank						
	Total Student Enrollment	Secondary Student Enrollment	Total Guidance Expenditure	Guidance Expenditure from Local Support	Total Per Pupil Guidance Expenditure	Per Pupil Guidance Expenditure from Local Support	Percent of Guidance Expenditure from Local Support
Three largest	1	2	1	1	4	2	3
	2	1	2	2	7	3	2
	3	3	3	3	1	1	4
Three medium-size	11	10	14	14	17	19	19
	12	12	9	11	5	7	8
	13	13	8	10	6	4	5
Three smallest	21	20	21	21	19	22	23
	22	21	20	19	16	14	13
	23	23	16	15	3	5	7

Data for each county is presented in Table 28 in Appendix A.

A Spearman rank-correlation coefficient of 0.727 (significant at the two percent level) was derived in an examination of the relationship between total guidance expenditures and the percent of local effort expended for guidance services. However, only a 0.32 coefficient was calculated when the relationship between percent of local support of guidance services and pupil/counselor ratios was explored. This lack of significance suggests the expenditure of funds in some counties for guidance services other than counselor salaries.

Such additional elements are introduced into the discussion with the consideration of the number of guidance clerks provided by each county as well as the number of counselors employed on an extended work-year basis. Detailed information concerning these two elements is presented for each county in Tables 29, 30 and 31 of Appendix A.

A rank-correlation coefficient of 0.042 for the relationship between clerk/counselor ratios and pupil/counselor ratios indicates a wide variation in approaches to the staffing for provision of guidance services. Counties which reduce pupil/counselor ratios do not necessarily increase clerical assistance in proportion to the number of counselors added.

Nor do all counties provide guidance services during the summer months. Only fourteen counties employed counselors on an extended work-year basis in 1967-68. Five of these counties employed all of their counselors for some portion of the summer, and nine of them employed no counselors beyond the regular school term.

The urban counties tended to provide such summer guidance services; the more rural and the smallest counties did not. A mean of 67 percent of senior high school counselors in Maryland were employed during the summer months in 1967-68. A rank-correlation coefficient of 0.34 was derived in examining the relationship between the percentage of counselors employed during the summer by each county and the total per pupil expenditure for guidance services.

Both the factors of clerical assistance and employment of counselors are examined in the main study for their relationship to counselor functioning.

To summarize the data collected concerning the counties and their provision of guidance services, there is great variation in every aspect of this program. Although the size and wealth of the county seem to contribute to the provision of services in terms of persons employed, there are few significant relationships. Most highly significant are the rank-correlations between the number of students enrolled and the number of counselors and other pupil services workers employed. However, this does not prove to be true on a ratio basis where there exists only a rank correlation of 0.30 between the number of counselors and the pupil/counselor ratio.

The different approaches to the provision of pupil services among the counties is emphasized by the low rank correlation (0.267) between the ratios of counselors and pupil personnel workers. Significant is the more positive rank-correlation between pupil/counselor ratios and pupil/school psychologist ratios (0.53).

The Schools Involved in the Study

The sixty-five schools involved in the study represented a cross-section of Maryland senior high schools. Geographically, they were located in every section of the State except Baltimore City, including the rural areas of Eastern, Southern, and Western Maryland and the metropolitan areas around Baltimore and Washington, D.C. Such urban communities as Hagerstown, Frederick, and Salisbury were included as were suburban centers and small towns across the State.

As might be expected, the small rural schools employed single counselors, the urban areas reported two to four counselors per school, and the large metropolitan schools listed from five to eight counselors each.

The educational programs and guidance needs and services of these schools were varied, as is indicated by the follow-up studies of their graduates. The range of students from the Class of 1967 who enrolled in degree-granting institutions extended from 4.2 percent for the smallest rural school to 79.1 percent for one large five-counselor metropolitan area school. The median percentage of college-bound was calculated to be 32.06 percent.[1] (Table 32 of Appendix A)

The student organizational pattern adopted by these schools showed a definite pattern, as is shown in Table 18 on this page. The one-counselor schools were organized to include either six grades (seven through twelve) or four grades (nine through twelve). In contrast, the large schools tended to be organized on a three-year basis and included grades ten through twelve.

TABLE 18

DISTRIBUTION OF MARYLAND STUDY SCHOOLS BY GRADE ORGANIZATIONAL PATTERN DURING 1967-68

Number of counselors per school	Grades			Total
	10-12	9-12	7-12	
1		6	15	21
2	1	4	6	11
3	1	9	1	11
4	6	5	1	12
5	4	1		5
6	4			4
7	-	-	-	-
8	1			1
Total	17	25	23	65
Percent	26	38	36	100

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[1] Division of Research Statistical Report, "Follow-up of Graduates," Maryland State Department of Education, 1968.

Among the administrative factors to be examined in the main study for their possible relationship to counselor functioning were the size of the school by student enrollment, the school's organizational pattern for guidance, the provision of clerical assistance to the counselor, the assignment of guidance department chairmen, and the provision of guidance services by the school during the summer months.

The sixty-five schools in the study represented a wide range in student enrollment, as is indicated in Table 19 below. The smallest school had only two hundred and five students in grades seven through twelve. The largest school enrolled 2578 sophomores, juniors, and seniors. For all sixty-five schools, the median size was 1250.5 students.

TABLE 19

DISTRIBUTION OF MARYLAND STUDY SCHOOLS BY SIZE OF STUDENT ENROLLMENT DURING 1967-68

Number of counselors per school	Student Enrollment					
	500 or fewer	501-1000	1001-1500	1501-2000	2001-2600	Total
1	8	12	1			21
2		8	3			11
3		1	7	3		11
4			5	6	1	12
5				3	2	5
6				2	2	4
8					1	1
Total	8	21	16	14	6	65

To serve these students one hundred and eighty-one counselors were employed, and various guidance department organizational patterns were adopted to utilize their services. A description of each of these patterns based on the method of assigning students, as well as the distribution by schools is given below in Table 20. In all of the study schools 78 percent of the students were served by the same counselor for three or more years.

TABLE 20

DISTRIBUTION OF SCHOOLS BY GUIDANCE DEPARTMENT ORGANIZATIONAL PATTERN - 1967-68

Size of school by number of counselors	School Guidance Department Organizational Pattern by Assignment of Counselees					
	Only One Counselor	Counselor Remains with Students throughout school experience	Counselor is assigned same grade year after year	Counselor is assigned by guidance function (College Placement)	Some other pattern or combination of patterns	Total
1	21					21
2		5	4	1	1	11
3		6		2	3	11
4		11			1	12
5		5				5
6		3	1			4
8					1	1
Total	21	30	5	3	6	65
Percent	32	46	8	5	9	100

Detailed information is presented in Table 33 of Appendix A.

Guidance clerks were assigned to fifty-three (81 per cent) of the study schools to assist the counselors with clerical responsibilities. The large counties and the large schools tended to employ such clerks, but smaller counties tended to vary in this practice, as is shown below in Table 21. Twelve (57 percent) of the single-counselor schools received such clerical assistance.

TABLE 21

PERCENTAGE OF STUDY SCHOOLS IN THE THREE LARGEST, THREE MEDIUM-SIZE, AND THREE SMALLEST COUNTIES OF MARYLAND RECEIVING GUIDANCE CLERICAL ASSISTANCE DURING 1967-68

County by rank in student enrollment	Percent of study schools		
	Largest counties	Medium-size counties	Smallest counties
1	100		
2	100		
3	100		
11		50	
23		100	
23		100	
21			100
22			0
23			100

The distribution by schools and by counties is presented in Table 34 in Appendix A.

Variations also occurred in the assignment of guidance department chairman within the study schools. In thirty-five (54 percent) of the schools such a chairman was named. This represented eighty percent of the multiple-counselor schools. In the single-counselor schools there was, of course, no person designated as chairman.

Again the large counties and the large schools tended to follow the practice of naming these chairmen, as is shown below in Table 22.

TABLE 22

PERCENTAGE OF STUDY SCHOOLS IN THE THREE LARGEST, THREE MEDIUM-SIZE, AND THREE SMALLEST MARYLAND COUNTIES IN WHICH A GUIDANCE DEPARTMENT CHAIRMAN WAS NAMED DURING 1967-68

County by rank in student enrollment	Percent of study schools		
	Largest counties	Medium-size counties	Smallest counties
1	80		
2	100		
3	100		
11		0	
12		0	
13		0	
21			0
22			0
23			0

The distribution by counties and by schools is presented in Table 35 of Appendix A.

Guidance services were provided during some portion of the summer months in forty-four (68 percent) of the study schools. Schools in nine counties offered no such summer programs, and these counties tended to be small, as is shown in Table 23 on the following page. All schools having four or more counselors did provide some extended services following the close of the school term.

TABLE 23

PERCENTAGE OF STUDY SCHOOLS IN THE THREE LARGEST, THREE MEDIUM-SIZE, AND THREE SMALLEST MARYLAND COUNTIES PROVIDING GUIDANCE SERVICES DURING SOME PORTION OF THE SUMMER OF 1968

County by rank in student enrollment	Percent of study schools		
	Largest counties	Medium-size counties	Smallest counties
1	100		
2	100		
3	100		
11		50	
12		100	
13		100	
21			0
22			0
23			0

The distribution by counties is presented in Table 36 in Appendix A.

In summary, the sixty-five study schools varied in size from 205 to 2578 students with a median enrollment of 1250.5 students. One to eight counselors were employed in each school. Three organizational patterns for students were evenly distributed among the schools, but the organization of guidance services in terms of counselee assignment showed a heavy emphasis on Pattern II for multiple-counselor schools.

Both clerical assistance for counselors and summer guidance services were provided more often than not by these schools. The concept of a guidance department chairman was implemented by a majority of the multiple-counselor schools in the study.

The Participating Counselors

Personal data were collected from one hundred and seventy-six counselors assigned to the schools described above. These data concerned additional variables to be examined in the main study for their relationship to counselor functioning. They included counselor sex, age, and certification status; whether the counselor had ever participated in a guidance institute, held a master's degree, and had received the majority of his guidance training within the State of Maryland; the number of guidance and counseling credits earned; the counselor's years of teaching, counseling, and other professional work experience; the pupil load carried by the counselor; the grade level(s) of counselees assigned to the counselor; and the counselor's own perception of his functioning.

A summary of these data presents an overview of the status of guidance personnel within the State during 1967-68 and contributes to the background for interpreting the findings of the main study.

The counselors in the study were fairly evenly distributed both in terms of sex and age, as is shown in Table 24 below. There was a slight preponderance of men in the total sample with more counselors of both sexes in the 35 to 44 year age bracket.

TABLE 24

AGE AND SEX OF MARYLAND COUNSELORS PARTICIPATING IN THE STUDY--1967-68

Age	Males	Females	Total
Under 35	17.5%	7.5%	25.0%
35 to 44	22.1	14.9	37.0
45 to 54	12.5	11.9	24.4
55 and over	6.1	7.5	13.6
Total	58.2	41.8	100.0

The range of the counselors' ages is presented in Table 25. Women counselors tended to be older.

TABLE 25

RANGE OF THE AGES OF COUNSELORS PARTICIPATING IN THE STUDY 1967-68

Percentile	Males	Females	Both
25th	32.80	36.52	34.50
50th	39.76	43.54	41.27
75th	47.80	52.00	49.85

The distribution of counselors by age and sex among the counties is recorded in Tables 37, 38, and 39 in Appendix A.

In terms of certification status, this survey revealed that eighty percent of the participating counselors held a Maryland guidance certificate. This was true of 83.5 percent of the women and 76.7 percent of the men. An examination of Table 26 below indicates a lack of correlation between county size and certification status.

TABLE 26

PERCENTAGE OF STUDY COUNSELORS IN THE THREE LARGEST, THREE MEDIUM-SIZE, AND THREE SMALLEST COUNTIES WHO WERE CERTIFIED IN GUIDANCE BY THE MARYLAND STATE DEPARTMENT OF EDUCATION DURING 1967-68

County by rank in student enrollment	Percent of counselors		
	Largest counties	Medium-size counties	Smallest counties
1	80.0		
2	81.0		
3	96.5		
11		33.5	
12		80.0	
13		50.0	
21			50.0
22			100.0
23			100.0

Reference to Table 40 of Appendix A, which presents the certification status of the counselors by county, reveals that in eight counties all counselors were certified.

The counselors in the study presented a wide range of professional training, both in terms of the number of graduate credits earned and in the approaches to the training.

A summary of the State-wide training status in terms of different approaches to preparation is presented below in Table 27. The majority of the counselors received most of their guidance training from institutions located within the State of Maryland. This was not true when the women were considered alone; only 32 percent of the female counselors were trained primarily in Maryland.

TABLE 27

DIFFERENT APPROACHES TO COUNSELOR TRAINING EXPERIENCED BY THE COUNSELORS IN THE MARYLAND STUDY OF 1967-68

Training approach	Percent of counselors		
	Males	Females	Both
Attendance at a guidance institute	32.0	30.0	30.5
Trained within the State of Maryland primarily	56.0	32.0	54.5
Received a master's degree in guidance	36.0	53.0	42.5
Received a master's degree in some other field	30.0	31.0	30.5
Received both a master's degree in guidance and in another field	3.0	6.0	4.0

Detailed information is presented in Tables 41 and 42 in Appendix A.

The amount of preparation for guidance and counseling reported by the participating counselors is reported in Tables 28 and 29.

TABLE 28

DISTRIBUTION OF GRADUATE CREDITS IN GUIDANCE AND COUNSELING REPORTED BY PARTICIPATING COUNSELORS IN THE MARYLAND STUDY DURING 1967-68

Number of graduate credits earned	Percent of Counselors		
	Males	Females	Both
1 to 6	0	.6	.5
7 to 12	4.0	.6	4.7
13 to 18	1.8	1.7	3.5
19 to 24	10.2	7.0	17.0
25 to 36	20.7	17.2	37.8
37 to 48	10.2	11.5	21.5
49 to 60	7.9	1.2	9.3
more than 60	3.4	2.0	5.9
Total	58.2	41.8	100.0

Detailed information is presented in Tables 43 and 44 in Appendix A.

TABLE 29

RANGE OF GRADUATE CREDITS IN GUIDANCE AND COUNSELING EARNED BY PARTICIPATING COUNSELORS IN MARYLAND STUDY--1967-68

Percentile	Number of Credits		
	Males	Females	Both
25th	24.30	25.00	24.30
50th	29.71	32.30	30.74
75th	42.15	41.38	41.30

These counselors presented an equally wide range of professional experience as is shown in the tables on the following page which summarize the State-wide situation with regard to the study counselors' counseling, teaching, and other work experience.

TABLE 30

DISTRIBUTION OF THE STUDY COUNSELORS BY COUNSELING, TEACHING, AND OTHER WORK EXPERIENCE DURING 1967-68

Number of years	Percent of counselors		
	Counseling experience	Teaching experience	Other work experience
	Males		
None	0	1.0	4.4
1 to 2	20.0	4.4	7.0
3 to 4	13.0	15.3	13.7
5 to 6	6.1	6.2	11.5
7 to 10	10.7	15.3	10.9
11 to 14	4.4	5.8	4.1
15 or more	4.0	10.2	6.6
	Females		
None	0.0	2.5	5.6
1 to 2	10.0	1.0	13.0
3 to 4	5.7	3.4	7.7
5 to 6	4.6	7.3	7.3
7 to 10	9.9	14.6	7.7
11 to 14	3.7	7.3	0.0
15 or more	7.9	5.7	.5
	Both Males and Females		
None	0.0	3.5	10.0
1 to 2	30.0	5.4	2.0
3 to 4	18.7	18.7	21.4
5 to 6	10.7	13.5	18.8
7 to 10	20.6	29.9	18.6
11 to 14	8.1	13.1	4.1
15 or more	11.9	15.9	7.1

TABLE 31

RANGE OF YEARS OF PROFESSIONAL EXPERIENCE PRESENTED
BY THE PARTICIPATING COUNSELORS IN THE MARYLAND
STUDY IN 1967-68

Percentile	Number of years		
	Counseling	Teaching	Other work
		Males	
25th	2.00	3.70	3.06
50th	3.91	7.10	5.40
75th	7.87	10.95	8.81
		Females	
25th	2.75	7.30	1.20
50th	6.50	8.23	3.00
75th	11.05	15.22	5.70
		Males and Females	
25th	2.30	4.10	2.04
50th	4.76	8.10	4.40
75th	8.75	11.63	7.45

The distribution by counties is presented in Tables 45, 46, and 47, of Appendix A.

The women counselors tended to present more experience in counseling and teaching, while the men had more years of work in other fields. Although the percentage is small (3.5), a few counselors entered the profession without having had any teaching experience. Only ten percent brought no work experience in a field other than teaching or counseling.

The pupil loads carried by the participating counselors varied from a low of 200 to a high of 1350 with a median of 411.25. This median approximates closely the 404 pupil load median reported by all secondary school counselors in the annual report of the Maryland State Department of Education for the same year (1967-68).[2] A summary of the pupil loads carried by the study counselors is presented in Table 32 below and the range of pupil loads in Table 33.

TABLE 32

PUPIL LOADS CARRIED BY THE PARTICIPATING COUNSELORS IN THE MARYLAND STUDY OF 1967-68

Number of students assigned to the counselor	Percent of study counselors	Number of students assigned to the counselor	Percent of study counselors
250 or fewer	4	501 to 550	8
251 to 300	7	551 to 600	6
301 to 350	15	601 to 650	.5
351 to 400	20	651 to 700	2
401 to 450	23	701 to 750	2
451 to 500	11	751 and over	1.5

The distribution of pupil/counselor ratios by county is reported in Table 48 of Appendix A.

TABLE 33

RANGE OF PUPIL LOADS CARRIED BY PARTICIPATING COUNSELORS

25th percentile	50th percentile	75th percentile
350.5	411.25	535.5

According to the reports of the counselors in the study, their student loads were assigned to them in a variety of patterns. Fifty-seven percent of these counselors were responsible for seniors either

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[2] Annual N.D.E.A. Report, 1968.

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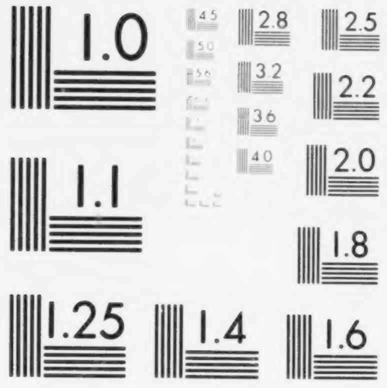
1.0
4.5
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1.25
1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

alone or in some combination with other classes. Two counselors had no student loads; one of them reported himself as a "coordinator."

A summary of the different counselee assignment patterns which are examined in the main study for their relationship to counselor functioning is presented below in Table 34.

TABLE 34

DISTRIBUTION OF THE STUDY COUNSELORS BY PATTERNS OF COUNSELEE ASSIGNMENTS BY GRADE LEVELS DURING 1967-68

Counselee assignment pattern	Percent of counselors
I Grade 12 alone or in any combination	57
II Grade 11 alone or in any combination except with grade 12	20
III Grade 10 alone or in any combination except with grades 11 and/or 12	17
IV Grade 9 alone or in any combination except with grades 10, 11, and/or 12	5.5
V No students assigned to the counselor	.5
Total	100.0

A detailed distribution is recorded in Table 49 of Appendix A.

As part of this survey of participating counselors, each person was asked to make an estimate of how he spent his work day in terms of the percentage of time devoted to major guidance activities. Eight of the study counselors did not complete this assignment. Examination of responses of those who did resulted in a "self-type" score for each counselor which was in effect a measure of the counselor's perception of his own functioning. The results are presented below in Table 35.

TABLE 35.

SUMMARY OF "SELF-TYPES" DESIGNATED BY PARTICIPATING COUNSELORS THROUGH AN ASSESSMENT OF HOW THEY SPENT THEIR TIME DURING THE WORK DAY THROUGHOUT THE SCHOOL YEAR OF 1967-68

Counselor type as specified in the conceptual model developed for the study	Percent of counselors		
	Males	Females	Both
I (25% of time in counseling and consulting)	21.0	15.5	36.5
II (50% of time in counseling and consulting)	26.5	19.0	45.5
III (75% of time in counseling and consulting)	9.0	7.0	16.0
IV (87% of time in counseling and consulting)	.5	1.5	2.0
V (95% of time in counseling and consulting)	0.0	0.0	0.0
Total	57.0	43.0	100.0

Detailed information is presented in Table 50, Appendix A.

In summary then, a profile of the typical senior high school counselor in Maryland during the 1967-68 school year emerged from the personal data collected from the participating counselors:

Sex -- male, 3 times out of 5

Age -- 35 to 44

Certification status -- for guidance in Maryland, 4 times out of 5

Training received with Maryland -- 11 times out of 20

Degree -- master's 7 times out of 10

Graduate credits in guidance -- 25 to 36

Experience -- 1-4 years as a counselor

7-10 years as a teacher

3-4 years of other work experience

Pupil load -- 350 to 400

Self-estimate of his functioning -- 50 percent of his time in people-oriented counseling and consulting activities

The main study assessed the degree to which this typical counselor was actually devoting his time to these functions and examined the relationship between these personal factors and the counselor's style of carrying out his responsibilities. The results are reported in chapters VII and VIII.

Arrangements by County Organizational Plans

One of the administrative factors selected for examination in this study for its relationship to counselor functioning was the organizational plan adopted by the county for the provision of guidance services. The four plans and two major organizational approaches in existence in Maryland are described earlier in this report and are reviewed briefly in Chart 8 on the following page. This chart identifies the determining factor in organizational pattern as the line of responsibility through which the guidance supervisor functions.

CHART 8

SUMMARY OF THE FOUR PLANS AND TWO APPROACHES UTILIZED BY THE MARYLAND COUNTIES IN THE ORGANIZATION OF GUIDANCE SERVICES DURING THE SCHOOL YEAR OF 1967-68

Plan for larger counties	Plan for smaller counties
Pupil Services Team Approach	
I.a. Supervisor of Guidance reports to a Director or Assistant Superintendent of Pupil Services.	I.b. Supervisor of Guidance serves also as Supervisor or Director of Pupil Services and reports to the Superintendent of Schools.
Instructional Team Approach	
II.a. Supervisor of Guidance reports directly to the Director or Assistant Superintendent for Instruction.	II.b. Supervisor of Guidance serves also as Supervisor or Director of Instruction and reports directly to the Superintendent of Schools.

The data obtained from the survey conducted in the preliminary study provide insight into the extent to which these various plans and approaches have been adopted in the State and make possible an assessment of their status, as is summarized in the following table.

TABLE 36
EXTENT OF THE ADOPTION OF DIFFERENT ORGANIZATIONAL PLANS AND APPROACHES FOR GUIDANCE SERVICES IN MARYLAND COUNTIES DURING THE SCHOOL YEAR OF 1967-68

Organizational pattern	Number of counties and size of each	Percent of secondary enrollment of all counties	Percent of secondary counselors of all counties	Percent of other pupil service workers
Plan				
I.a. Director of Pupil Services	3 VL 1 S } 4	59.5	65.0	70.0
I.b. Supervisor of Pupil Services	2 M 2 S 3 VS } 7	9.0	8.0	8.0
II.a. Supervisor of Guidance	1 L 5 M } 6	21.0	19.0	14.0
II.b. Supervisor of Instruction	2 M 3 S 1 VS } 6	10.5	8.0	8.0
Approach				
I.a.b. Pupil Services Team	3 VL-3 S 2 M-3 VS } 11	68.5	73.0	78.0
II.a.b Instructional Team	1 L-3 S 7 M-1 VS } 12	31.5	27.0	22.0

As is indicated in Table 36, the I.a. and II.a. counties were the larger ones with all three of the very large counties organized under the Pupil Services approach. The small counties were equally divided in their adoption of the different approaches and tended to have their guidance supervisor report directly to the Superintendent of Schools. They are reported as I.b. and II.b. counties.

Plan I counties provided a greater percentage of both counselors and other pupil services workers than might be expected for the percentage of school population. Plan I.a. appears to favor other pupil services workers in terms of numbers, and Plan II.a. to favor counselors.

The data on personnel, schools, and counties which were presented previously in this chapter have been organized in terms of these four plans and two approaches and detailed summaries are reported in Tables 51 through 69 of Appendix A. An assessment of the status of the counties adopting these various plans and approaches is possible by an examination of the profiles presented in the following tables (37, 38, and 39).

Counselors in Plans II.a. and II.b. appear to have earned more guidance credits, to have more counseling experience, to be older, and to be carrying heavier pupil loads than their matched colleagues in Plans I.a. and I.b. These same counselors were receiving less clerical help per guidance department than were the Pupil Services (I.a. and I.b.) counselors.

TABLE 37

PROFILE OF COUNTY GUIDANCE ORGANIZATIONAL PLANS UTILIZING THE MEDIANS OF SELECTED ADMINISTRATIVE FACTORS--1967-68

Factor	County organizational plan				State total
	I.a.	I.b.	II.a.	II.b.	
Guidance credits earned	31.5	26.5	32.0	28.1	30.74
Years of teaching experience	7.9	9.0	6.5	9.7	8.10
Years of counseling experience	4.0	4.5	6.3	7.0	4.76
Counselor's age	37.3	42.0	40.3	44.5	41.27
Pupil load	375.5	430.5	470.5	517.2	410.76
Number of clerks per guidance department	1.0	.5	.9	.4	1.18

An examination of Table 38 on the next page indicates that the Instructional Team counties (II.a. and II.b.) had larger ratios for several personnel factors than did the Pupil Services counties (I.a. and I.b.). Especially important in a study of counselor functioning is the variation in the amount of guidance supervision provided. Plan II.b. counties reported a much higher counselor/supervisor ratio than counties in any of the other three plans. This was true also of pupil/counselor ratios.

TABLE 38

PROFILE OF COUNTY GUIDANCE ORGANIZATIONAL PLANS UTILIZING THE MEANS OF THE RATIOS OF SPECIFIED ADMINISTRATIVE FACTORS FOR THE SCHOOL YEAR OF 1967-68

Factor (ratios)	County organizational plan				State total
	I.a.	I.b.	II.a.	II.b.	
Pupil/counselor	367.5	425.0	430.1	612.5	414.6
Pupil/pupil services worker	1378	1439	2569	2254	1126
Pupil/pupil personnel worker	3887	4107	3876	4735	4368
Pupil/school psychologist	9601	6346	10,538+	11,693+	8334+
Counselor/guidance supervisor	45.5	51.6	54.3	81.7	59.0
Counselor/guidance clerk	3.6	3.2	4.7	3.1	3.5

The profile presented in Table 39 on the following page gives the percentage of participating counselors from each county who fit the administrative factors described. The resulting picture shows more similarities between counties organized under plans I.a. and II.a. and under plans I.b. and II.b. This situation is probably because of the similarity in size of the counties in these two groupings.

Counties organized under plan II.b. appear to trail the other counties in terms of the amount of guidance training of their counselors, certification status, and the extension of guidance services throughout the summer months. This same group of counties leads the others in the percentage of counselors holding master's degrees in fields other than guidance. The assignment of counselees in these counties is more likely to be some combination of plans.

TABLE 39

PROFILE OF COUNTY ORGANIZATIONAL PLANS FOR GUIDANCE UTILIZING PERCENTAGES OF PARTICIPATING COUNSELORS FROM EACH COUNTY FOR 1967-68

Factor	County organizational plan				State Total
	I.a.	I.b.	II.a.	II.b.	
Master's degree in guidance	45	44	45	27	43
Other master's degree	29	28	22	55	31
Both master's degrees	5	0	6	0	4
No master's degree	21	28	27	18	22
Employed during summer (counselor)	73	54	72	24	67
Guidance institute	24	33	40	46	31
Maryland trained	54	44	60	60.5	54.5
Guidance certified	85	67	83	60	80
One-counselor schools	0	44	13	32	12
Remain with counselees	79	36	60	13.5	61
Remain with a grade	9	18	14	9	10
Specialize by function	1	0	8	0	2.5
Combined assignment	11	2	5	45.5	13.5

The financial support for guidance services provided by the counties organized under these different plans is shown in Table 40 on the following page. Again, when the plans are paired by size

(I.a. with II.a. and I.b. with II.b.), the Pupil Services approach (I.a. and I.b.) seems to entail a greater expenditure of funds from both total and local support.

TABLE 40

PER PUPIL GUIDANCE EXPENDITURES REPORTED BY COUNTIES ORGANIZED UNDER THE VARIOUS GUIDANCE ORGANIZATIONAL PLANS (EXPRESSED AS MEANS)--1967-68

Source of support	County organizational plan				State total
	I.a.	I.b.	II.a.	II.b.	
All sources	$34.48	$21.22	$26.76	$19.97	$24.65
Local only	24.62	10.85	17.61	9.80	15.37

Reviewing the percentages of student population served by the counties in each plan and comparing these with guidance expenditures provides the picture given in Table 41 below. Once again there is indicated a greater expenditure for guidance services under Plan I.a. and under the Pupil Services approach (I.a. and b.)

TABLE 41

COMPARISON OF PERCENTAGES OF STUDENT POPULATION SERVED WITH TOTAL GUIDANCE EXPENDITURES BY COUNTIES ORGANIZED INTO THE FOUR PLANS FOR GUIDANCE SERVICES DURING 1967-68

Organizational plan	Percent of total student enrollment of all Maryland counties	Percent of total guidance expenditure of all Maryland counties
I.a.	59.5	65.5
I.b.	9.0	7.4
II.a.	21.0	19.9
II.b.	8.5	7.2

Relationships between the Specified Administrative Factors

Examination of the material presented in these various tables of survey data suggests some relationships between certain of these factors. Pearson Product-Moment correlation coefficients were derived to measure statistically such relationships. Only those greater than 0.50 are reported below as being worthy of further consideration.

Age: with years of counseling experience . . . . (0.598)
with years of teaching experience . . . . (0.657)

Sex: no correlation with any other of these factors to the extent of producing a coefficient of 0.50.

Counselor training:
attendance at a guidance institute with counselor/guidance supervisor ratio . . . . (0.505)

Experience: None--other than those already mentioned as existing between age and counseling and teaching experience.

County Organizational Plan for Guidance Services: When the organizational plan was considered in view of the line of administrative reporting of the guidance supervisor (Chart 8), three patterns evolved. The small counties showed this supervisor as reporting directly to the Superintendent of Schools, and the larger counties were divided between reporting to a Director of Pupil Services or of Instruction. This factor of "reporting to whom" produced several coefficients beyond the 0.50 level.

Also the factor of which of the four plans previously described was adopted by the county produced some correlations beyond the 0.50 level. The coefficients resulting from correlating these two approaches with other administrative factors are reported in Table 42 below.

Examination of this table indicates that size of the county has some effect on the provision of clerical help. However, regardless of county size, organizational plan has some impact on the provision of psychological services, the assignment of appropriately trained guidance supervisors, and a greater expenditure of funds for guidance services.

TABLE 42

COEFFICIENTS OF CORRELATION EXCEEDING (0.50) BETWEEN FACTORS OF GUIDANCE ADMINISTRATIVE PATTERNS AT THE COUNTY LEVEL AND OTHER SPECIFIED ADMINISTRATIVE FACTORS

Guidance supervisors reports to whom	Other specified administrative factors	Organizational plan for guidance services at county level
0.8176	county secondary enrollment	0.8112
0.7855	number of guidance supervisors	0.7584
0.6165	guidance supervisors trained in guidance	0.5583
0.7793	total per pupil guidance expenditure	0.7093
0.8501	local per pupil guidance expenditure	0.7418
0.5389	pupil/school psychologist ratio	0.5498
0.5765	provision of guidance clerical help	- - - -

When the number of guidance supervisors, as well as whether or not they are trained in guidance, are considered as factors, regardless of organizational pattern, certain relationships are indicated. These coefficients of correlation are reported in Table 43 below.

They suggest the likelihood of a greater number of guidance supervisors with specialized training in counties where more school psychologists are employed and where more funds are devoted to guidance services.

TABLE 43

COEFFICIENTS OF CORRELATION EXCEEDING (0.50) BETWEEN FACTORS OF GUIDANCE SUPERVISION AND OTHER ADMINISTRATIVE FACTORS

Number of guidance supervisors	Other factors	Guidance supervisor trained in guidance
0.5165	Pupil/school psychologist ratio	0.5476
0.8067	Total per pupil guidance expenditure	0.5471
0.8674	Local per pupil guidance expenditure	0.5395

Ratios: There appeared to be a very limited degree of correlation between pupil/counselor ratio and others of the specified administrative factors being examined in the study. The following coefficients were derived for these relationships between pupil/counselor ratio and--

total per pupil guidance expenditure	(-0.366)
local per pupil guidance expenditure	(-0.390)
clerical aid per school for guidance	(-0.225)
county organizational plan for guidance	(-0.490)

guidance supervisor reports to whom	(-0.450)
guidance supervisor trained in guidance	(0.381)
secondary enrollment	(-0.336)
number of guidance supervisors	(-0.282)
pupil/pupil personnel worker ratio	(0.236)
pupil/school psychologist ratio	(0.312)
pupil/speech therapist ratio	(0.187)

Although pupil/counselor ratios produced low correlation coefficients, examination of the relationship between pupil/school psychologist ratios and the various administrative factors revealed a number of correlation coefficients exceeding 0.50. They include the following:

secondary enrollment	(0.5924)
total per pupil guidance expenditure	(0.6484)
pupil/speech therapist ratio	(0.5875)
pupil/pupil services worker ratio	(0.5820)
number of guidance supervisors	(0.5165)
county organizational plan for guidance	(0.5498)

These correlations suggest that the larger counties which emphasize the pupil services approach utilizing trained guidance supervisors and providing more specialized services of all kinds are apt to provide more psychological service per pupil.

Secondary Enrollment: There appeared to be some relationship between the number of secondary students and certain other administrative factors. Those producing Pearson Product-Moment correlation coefficients exceeding the 0.50 level included the following:

number of guidance supervisors	(0.8282)
total per pupil guidance expenditure	(0.6900)
local per pupil guidance expenditure	(0.8132)
pupil/school psychologist ratio	(0.5924)
county organizational plan for guidance	(0.8112)
guidance supervisor reports to whom	(0.8176)

Expenditures: Finally, there were calculated a number of coefficients of correlation over the 0.50 level for relationships between per pupil guidance expenditures and other factors, as indicated below in Table 44.

TABLE 44

COEFFICIENTS OF CORRELATION EXCEEDING (0.50) FOR RELATIONSHIPS BETWEEN FACTORS OF GUIDANCE EXPENDITURES AND OTHER FACTORS

Total per pupil expenditure	Other factor	Local per pupil expenditure
0.6900	secondary enrollment	0.8132
0.6041	pupil/psychologist ratio	-0.6484
0.8067	number of guidance supervisors	0.8674
0.5471	guidance supervisors trained in guidance	0.5395
0.7093	organizational approach	0.7418
0.7793	supervisor of guidance reports to whom	0.8501

In addition, the total and local per pupil expenditures for guidance produced a coefficient of (0.9425) when correlated with one another.

In summary, certain of the administrative factors selected for examination in the main study for their possible relationship to counselor functioning do indicate some degree of relationship with one another. Whether or not these factors actually influence one another cannot be determined by a survey approach. However, the findings reported above appear to indicate that a sufficient relationship does exist between certain of them to warrant further investigation.

Of particular interest is the relationship between the organizational plan for guidance services adopted at the county level and seven other factors--secondary enrollment, number of guidance supervisors, especially trained guidance supervisors, total and local per pupil guidance expenditures, pupil/school psychologist ratio, and amount of clerical assistance for the guidance department.

In the next two chapters the findings of the main study will be reported. These findings will include the relationship between counselor functioning in Maryland and these various administrative factors discussed in detail in this chapter.

CHAPTER VII

RESULTS OBTAINED FROM THE COMPUTER SORTING PROCESSES AND FROM THE CLASSIFICATION OF PARTICIPANTS INTO COUNSELOR TYPES

The findings from the main study of the impact of specified administrative factors on counselor functioning in the senior high schools of Maryland counties during 1967-68 are reported in Chapters VII and VIII. The results obtained from the computer sorting processes and the classification by counselor type are reported in three sections of this chapter:

1. sorting of the logs into ASCA categories
2. sorting into the Wrenn categories
3. calculation of counselor type scores and the classification into counselor types.

The results obtained from the statistical analyses of the relationships between counselor types and the specified administrative factors are reported in Chapter VIII.

Results of the Sorting of Logs into ASCA Categories

The one hundred and seventy-four participating counselors submitted 25,241 log sheets at the end of the ten days of collecting data, an average of 147.153 logs per counselor. There was great variation in the number of logs submitted by different counselors, indicating a wide variety of guidance practices across the State. One counselor recorded as many as 411 different activities during the ten-day period. At the other extreme, one person submitted only forty-one logs. The median number of logs submitted was computed to be 140.8 per counselor.

Records were processed by computer for one hundred and seventy counselors. Two of the original one hundred and seventy-six participants were excluded because they did not complete the ten days of assigned collection. Data for four others were lost in transferring from the Digetek forms to computer tape. It was possible to process two of these sets by hand.

Utilizing the original computer program which attempted to identify all of the possible combinations of activities from the three sections of the Activities Log, the first computer run sorted sixty-eight and one half percent of the logs into the ASCA categories. Refinement of the sorting program in order to classify those combinations of activities identified by the computer as not being included in the original program was begun and continued until fewer than one half percent of the logs remained as unclassifiable. This was the limit of acceptance originally established for the sorting operation.

The computer program provided for the following tasks to be completed by the computer: 1. sorting the logs into the ASCA categories; 2. calculating the total number of minutes recorded by each counselor; 3. calculation of the number of minutes per counselor for each ASCA category; 4. calculating the percentage of time spent by each counselor in each ASCA category.

Completion of the second of the above tasks provided the following information: The mean time which all participating counselors devoted to professional duties during these ten days was 4041.6 minutes. This amounted to 404.16 minutes or 7.73 hours per day.

The range of the working day of these counselors was extensive. The longest day was recorded by one counselor as consisting of an average of 14.13 hours. This was not an impossibility in view of the provision on the log for reporting work done after school hours and work taken home. At the other extreme, one counselor recorded an average work day of 3.6 hours. Whether this was a result of failure to log all activities was impossible to determine.

The average counselor in the study recorded 14.76 different activities per day and devoted a mean of 27.38 minutes to each activity.

The percentage of time having been calculated by the computer for each counselor in each ASCA category of function, it was possible to determine the means and medians of the percentages of time actually spend by all the counselors in the study in each ASCA category. It was also possible to compare these means and medians with those suggested as reasonable expectations for the average school counselor by the twenty-four guidance supervisors who participated in one of the preliminary studies reported in Table 3 on Page of Chapter V. The resulting comparison is presented in Table 45. Some major discrepancies are indicated between actual performance and expectations, especially in the category of "counseling".

The category of "other activities" which produced a much heavier allotment of counselor time than anticipated, included three areas--professional self-development (7.8 percent), clerical duties (12.30 percent), and other non-guidance related school responsibilities (6.00 percent).

TABLE 45

COMPARISON OF THE MEANS AND MEDIANS OF GUIDANCE SUPERVISORS' EXPECTATIONS OF AN AVERAGE COUNSELOR'S FUNCTIONING WITH THE MEANS AND MEDIANS OF THE ACTUAL PERCENTAGE OF TIME DEVOTED BY COUNSELORS IN THE MARYLAND STUDY TO EACH OF THE ASCA CATEGORIES OF FUNCTION--1967-68

ASCA Function	Percentage of Time			
	Means		Medians	
	Supervisors' expectations	Actually reported	Supervisors' expectations	Actually reported
Program planning	7.4	12.3	8.67	12.10
Counseling	42.0	20.3	44.00	24.68
Appraisal	7.7	4.7	8.56	2.61
Educational-occupational planning	10.5	9.4	10.57	7.80
Referral	3.4	3.9	3.92	3.65
Placement	3.9	8.9	5.85	5.30
Parent help	8.0	4.6	10.46	3.10
Staff consultation	8.4	7.5	9.78	6.24
Local research	3.8	1.2	3.61	1.30
Public relations	3.2	1.1	3.09	1.40
Other activities	1.7	26.10	2.53	21.74
Total	100.0	100.0	100.0	100.0

Distribution of means by counties is presented in Table 70 of Appendix A.

Individual counselor print-offs were prepared and mailed to each participant so that he could compare his own expenditure of time with the State means in each of the ASCA categories. (Exhibit R, Appendix B).

In order to examine the time distribution in the ASCA categories in terms of the various county organizational plans for guidance which were discussed earlier, the mean of the percentages of time devoted to each ASCA category was computed for the counselors working in the counties operating under these different plans. The results are reported in Table 46 on the following page. The means in this table have been arranged so that a comparison can be made between the Pupil Services and Instructional approaches and also between the smaller counties (Plan I.b. and II.b.) and the larger counties (Plans I.a. and II.a.).

When the two approaches are examined, the Pupil Services pattern reports slightly less time devoted to clerical chores and other school responsibilities and more time in program planning, parent and staff consultation, placement, and professional self-development. In contrast, the Instructional approach shows a heavier emphasis time-wise on personal counseling, educational-occupational planning, appraisal, referral, and research.

However, examination of the means reported under the four plans gives a different picture when the scores are compared for the larger counties and the smaller ones. Such a comparison indicates that in four of the functions where the Pupil Services approach appeared to be more favorable time-wise, there were discrepancies. Less time is spent both in clerical chores and other school responsibilities by Plan II.b. and I.a. counties when compared with their matched pair counties. Because II.b. represents small counties and I.a., large counties, size does not seem to be the deciding factor in these two functions.

TABLE 46

MEANS OF THE PERCENTAGES OF TIME DEVOTED BY COUNSELORS TO EACH ASCA CATEGORY OF FUNCTION ACCORDING TO COUNTY ORGANIZATIONAL PATTERN FOR GUIDANCE SERVICES IN MARYLAND--1967-68

ASCA Function	County Organizational Plan				Approach	
	(Larger)		(Smaller)		Pupil Services	Instructional
	I.a.	II.a.	I.b.	II.b.		
Planning	13.70	9.54	11.99	10.16	13.44	9.78
Counseling	20.10	22.15	17.10	18.88	19.64	20.91
Appraisal	4.69	5.70	4.05	4.60	4.60	5.29
Ed.-occ. planning	8.57	9.26	10.80	12.23	8.91	10.38
Referral	4.14	4.43	2.55	4.18	3.89	4.34
Placement	9.19	7.37	8.73	8.16	9.12	7.67
Parent help	5.65	3.93	4.54	3.76	5.48	3.76
Staff consultation	8.44	6.23	5.89	7.14	8.05	6.57
Local research	1.09	1.70	.52	1.71	.99	1.71
Public relations	1.17	1.35	1.01	.77	1.15	1.14
Professional development	8.16	7.62	7.89	7.15	8.12	7.43
Clerical duties	11.49	14.54	14.01	10.80	11.88	13.16
Other school responsitilities	4.04	6.17	11.06	10.60	5.12	7.87

On the other hand, discrepancies also occur in the functions of public relations and staff consultation with Plan II.a. surpassing I.a.

on the former function, and II.b. surpassing I.b. on the latter. Inasmuch as II.a. and I.a. are both large county groups, and II.b. and I.b. are both small county combinations, the influence of size is indicated. It therefore seems imperative to be cautious about the effects of county size and to control this factor in evaluating the two organizational approaches.

Results of the Sorting into the Wrenn Categories

A further computer program sorted the fifty ASCA functions into the four Wrenn categories and calculated the percentages of time devoted to each category by each counselor. State-wide means were then derived for the four Wrenn categories, indicating the actual time devoted by Maryland counselors to these functions.

A comparison of these means with those suggested by the guidance supervisors in one of the preliminary studies is presented below in Table 47.

TABLE 47

COMPARISON OF THE MEANS OF GUIDANCE SUPERVISORS' EXPECTATIONS OF AN AVERAGE COUNSELOR'S FUNCTIONING WITH THE MEANS OF THE ACTUAL PERCENTAGES OF TIME DEVOTED BY THE MARYLAND STUDY COUNSELORS TO EACH OF THE WRENN CATEGORIES OF FUNCTION--1967-68

Wrenn Function	Means of Percentage of Time	
	Supervisors' Expectation	Actual
Counseling	56.5	31.74
Consulting	20.5	16.84
Coordinating and change	13.0	24.79
Other	10.0	26.32

Distribution of the means by counties is reported in Table 71 of Appendix A.

Considerably more time was devoted to the third and fourth categories of function than had been expected, and considerably less time in the areas of counseling and consulting.

To determine the status of functioning according to the Wrenn categories in the different organizational plans for guidance, means were calculated for the counties in each of the four plans with the results as reported below.

TABLE 48

MEANS OF THE PERCENTAGES OF TIME DEVOTED TO THE WRENN CATEGORIES OF FUNCTION BY PARTICIPATING COUNSELORS ARRANGED BY COUNTY ORGANIZATIONAL PLANS FOR GUIDANCE SERVICES DURING 1967-68

Wrenn Category	County Organizational Plan				Approach	
	(Larger)		(Smaller)			
	I.a.	II.a.	I.b.	II.b.	Pupil Services	Instructional
Counseling	31.27	33.55	30.61	31.77	31.10	32.88
Consulting	18.88	15.44	14.77	14.75	18.23	14.42
Coordinating	26.49	22.56	20.79	24.92	25.60	23.46
Other	23.66	28.91	34.09	30.22	25.31	29.41

The Instructional approach appeared to produce a somewhat larger percentage of time devoted to counseling, and the Pupil Services approach more time for consulting. Also, counselors working under the Instructional approach spent more time in duties other than guidance functions, and the Pupil Services counselors devoted more time to coordinating. However, again size seems to have some influence, and the

Plan II.b. means when compared with the Plan I.b. means reverse the results obtained through the consideration by approaches for "coordinating" and "other".

Counselor Types and Counselor Type Scores

Using the appropriate tables of scores (Tables 5 through 8 of Appendix A), the computer provided for the derivation of counselor type scores for each of the four Wrenn categories. The average of these four separate scores was then calculated to provide the total counselor type score for each counselor in the study. From these were derived counselor type designations for each counselor. A summary of the results for the State is recorded below.

TABLE 49

NUMBER AND PERCENTAGE OF PARTICIPATING COUNSELORS CLASSIFIED BY COUNSELOR TYPES AFTER THE FINAL COMPUTER SORTING

Counselor Type by percentage of time spent in counseling and consulting	Number of Counselors	Percentage of Counselors
I --- 25 percent	12	7.0
II --- 50 percent	121	70.5
III --- 75 percent	38	22.0
IV --- 87 percent	1	.5
V --- 95 percent	0	0.0
Total	172	100.0

Distribution by counties is presented in Table 72 of Appendix A.

Variation in counselor work patterns was indicated by the differences in the number of Activities Logs submitted. These variations are shown in Table 50 on the following page.

TABLE 50

MEANS, MEDIANS, AND RANGES OF THE NUMBER OF ACTIVITIES LOGS SUBMITTED BY COUNSELORS ARRANGED BY COUNSELOR TYPES

Number of Logs	Counselor Type				
	I	II	III	IV	Total
Mean	150.7	151.6	132.7	186.0	147.6
25th percentile	93.5	103.3	99.5	-----	100.8
Median	125.5	127.5	128.0	186.0	140.8
75th percentile	162.5	182.1	163.7	-----	173.4
Standard deviation	79.4	60.4	43.7	-----	57.4

The distribution of the number of logs is presented in Table 73 of Appendix A.

The above table indicates that Type III counselors were more consistent in submitting fewer logs. They also devoted more time to each activity recorded on the logs, as is shown in Table 51 below.

Not only did the counselors differ in the length of any one activity but also in the length of the work day, as is presented in Table 52 on the following page. The longest work days were reported by Type I counselors, and the shortest by Type III counselors who recorded two thirds of an hour less per day than did any other type.

TABLE 51

MEANS OF THE NUMBER OF MINUTES DEVOTED TO ANY ONE ACTIVITY BY THE VARIOUS COUNSELOR TYPES

Counselor Type	Number of Minutes
I	25.29
II	25.35
III	28.30
IV	22.28

The distribution is reported in Tables 74 to 77 of Appendix A.

TABLE 52

MEANS OF THE NUMBER OF HOURS DEVOTED TO PROFESSIONAL DUTIES BY THE PARTICIPATING COUNSELORS BY COUNSELOR TYPES

Counselor Type	Number of Working Hours per Day
I	6.96
II	6.87
III	6.24
IV	6.90

The percentages of counselors in each counselor type arranged according to county organizational plan for guidance services are presented in Table 53 below. The largest percentage of Type III and IV was employed in counties organized under the Pupil Services approach.

TABLE 53

PERCENTAGE DISTRIBUTION OF COUNSELOR TYPES BY COUNTY ORGANIZATIONAL PLANS FOR GUIDANCE SERVICES

Counselor Type	County Organizational Plan				Approach	
	I.a.	I.b.	II.a.	II.b.	Pupil Services	Instructional
I	5	6	8	14	6	10
II	67	76	75	72	68.5	74
III	27	18	17	14	25	16
IV	1	0	0	0	.5	0
Total	100	100	100	100	100.0	100

A similar picture is presented when the means and medians of counselor type scores are arranged by county organizational plans, as is shown in Table 54 below.

TABLE 54

MEANS AND MEDIANS OF COUNSELOR TYPE SCORES BY COUNTY ORGANIZATIONAL PLANS FOR GUIDANCE SERVICES

Counselor Type Score	County Organizational Plan				Approach	
	I.a.	I.b.	II.a.	II.b.	Pupil Services	Instructional
Mean	171.91	153.66	161.92	146.86	168.95	156.21
Median	166.00	154.10	163.00	138.00	164.40	156.30

The mean counselor type score calculated for all of the participating counselors was 164.65. Counselors working in counties organized under the Pupil Services approach produced a mean counselor type score of 168.95 which exceeded this State mean, as did counties under Plan I.a. (171.91). However, Plan II.a. counties produced a higher mean counselor type score than did either Plan I.b. or Plan II.b. counties. This suggests that the larger counties tended to produce higher scores regardless of organizational plan.

The counselor type score is a composite of the scores obtained by each counselor in each of the four Wrenn categories of function. The means of the number of minutes spent by each counselor type in each of these four functions is reported in Table 55 on the following page.

TABLE 55

MEANS OF THE NUMBER OF MINUTES PER DAY DEVOTED TO EACH OF THE WRENN CATEGORIES OF FUNCTION BY COUNSELOR TYPES

Means of minutes	Counselor Type				
	I.	II.	III.	IV.	Total
Counseling	88.46	129.40	124.35	234.50	126.05
Consulting	42.41	65.27	93.66	112.00	70.13
Coordinating	168.43	104.15	91.16	48.50	105.53
Other	138.00	118.60	68.20	19.50	108.40

Distributions are reported in Tables 74-77 of Appendix A.

Examination of Table 55 reveals that Type II counselors actually spent five more minutes per day in counseling than did the Type III counselors, but the longer work day put in by the Type II counselor, as reported in Table 52, resulted in a lesser percentage of total time in counseling.

The distribution by counselor types within any one school is one indication of the influence on counselor functioning of the administration of that school. The summary presented on the following page in Table 56 shows that counselor type does not depend on the school assignment of the counselor.

The means and medians of the pupil loads of the counselors by Counselor Type is summarized in Table 57, also on the following page. The lone Type IV counselor reported a pupil load considerably in excess of the State mean of 404. The variation between the means of the Type II and Type III counselors was negligible.

TABLE 56

DISTRIBUTION OF COUNSELOR TYPES BY SIZE OF GUIDANCE DEPARTMENT STAFFS WITHIN THE SCHOOLS IN THE STUDY

Schools by size of guidance department staff	Counselor Types				
	I	II	III	IV	Total
Eight counselors (one school)	1	3	3	1	7
Six counselors (four schools)	2	15	5		22
Five counselors (five schools)	0	17	6		23
Four counselors (twelve schools)	1	33	12	1	47
Three counselors (eleven schools)	5	22	6		33
Two counselors (ten schools)	1	16	3		20
One counselor (twenty schools)	2	15	3		20
Total	12	121	38	1	172

Distributions are reported in Tables 78 and 79 of Appendix A.

TABLE 57

MEANS AND MEDIANS OF THE PUPIL LOADS OF PARTICIPATING COUNSELORS BY COUNSELOR TYPES

Pupil load of the counselor	Counselor Type				
	I	II	III	IV	Total
Mean	453.92	430.18	435.08	575.00	433.76
Median	438.00	418.56	404.66	575.00	413.80

The distribution is given in Table 87 of Appendix A.

When the counselor types derived by log were compared with the counselor types provided in the survey by a self-evaluation, some discrepancies were revealed (Table 58).

TABLE 58

COMPARISON OF COUNSELOR TYPES DERIVED BY LOG
AND BY SELF-ASSESSMENT

Discrepancy	Percentage of counselors		
	Males	Females	Total
None (same for both)	34	42	36
Under on self-evaluation	43	36	40
Over on self-evaluation	15	16	16
No self-assessment made	8	6	8
Total	100	100	100

The distribution is given in Table 80 of Appendix A.

The counselor types and counselor type scores having been derived, they were now available for use in the statistical analyses reported in the next chapter. However, prior to this step, the following report on the reliability of the Activities Log and the sorting procedure is given.

Reliability Check

The split-half method was utilized to determine the degree of reliability of the Activities Log and the sorting procedure adopted for the study. The amount of time each counselor devoted to the four Wrenn categories was calculated. Then the means for all counselors in each category were computed for the first five-day period of the study, for the second five-day period, and for all ten days. The results of these computations are summarized in Table 59.

TABLE 59

MEANS OF THE PERCENTAGES OF TIME DEVOTED TO THE WRENN CATEGORIES OF FUNCTION BY THE PARTICIPATING COUNSELORS

Five-day periods	Wrenn Categories			
	Counseling	Consulting	Coordinating	Other
Both	31.74	16.84	24.79	26.32
First	34.01	17.14	25.91	22.94
Second	29.88	16.99	24.12	29.59

Coefficients of correlation were derived to measure the relationship between the percentage of time each counselor spent in each category the first and second five-day period, the first period and all ten days and the second period and all ten days. The resulting coefficients are reported in Table 60 on the following page, as are the coefficients computed for the correlation between counselor type scores derived for the same periods of time.

There was higher correlation between the percentages of time derived for the Wrenn categories than between the counselor type scores derived during these same time periods. This would seem to indicate a greater reliability for the Activities Log and for the Wrenn sorting procedure than for the technique of deriving counselor type scores.

Also, in every case the correlation was greater between both time periods and either one than it was between the two time periods separately. This suggests that the reliability of the log, of the sorting procedure, and of the counselor type technique increases over a longer period of usage.

TABLE 60

COEFFICIENTS OF CORRELATION CALCULATED FOR THE RELATIONSHIPS BETWEEN THE PERCENTAGES OF TIME DERIVED FOR THE WRENN CATEGORIES OF FUNCTION FOR DIFFERENT TIME PERIODS OF THE STUDY AND FOR COUNSELOR TYPE SCORES DURING THOSE SAME TIME PERIODS

Wrenn category	Time periods examined		
	Ten days and first five-day period	Ten days and second five-day periods	First and second five-day periods
Counseling	0.7849	0.8414	0.4025
Consulting	0.7979	0.7044	0.2850
Coordinating	0.7617	0.6872	0.1810
Other non-guidance responsibilities	0.8128	0.8377	0.4341
Counselor type score	0.5200	0.5500	0.0700

CHAPTER VIII

FINDINGS FROM THE STATISTICAL ANALYSES OF THE RELATIONSHIPS BETWEEN THE SPECIFIED ADMINISTRATIVE FACTORS AND COUNSELOR FUNCTIONING IN THE MARYLAND COUNTIES

Three types of statistical analysis were applied to the data to determine the significance of the relationships between the twenty-eight specified administrative factors and counselor function as identified by the counselor types and counselor type scores derived for the study. The findings are reported accordingly in this chapter under the following headings:

1. results of chi-square computations
2. results from the application of the Pearson Product-Moment method of correlation
3. results from an analysis of variance

Results of Chi-Square Computations

The Chi-square technique was utilized to test the hypothesis-- $H_0 : \Pi_1 = \Pi_2$ with regard to the discrete administrative factors selected for the study. The following hypotheses were tested in this manner:

There is no significant difference between counselor type as derived from the Activities Log and sorting procedure adopted for this study and the following variables:

1. the age of the counselors in the study
2. the sex of these counselors

3. the certification status of the counselors
4. the attainment of the master's degree
5. participation in a guidance institute
6. having received the majority of the guidance training within the State of Maryland
7. grade levels of counselees assigned to counselors
8. counselor-type by self-assessment
9. the pattern through which the guidance supervisor reports administratively
10. the plan of organization for guidance services adopted at the county level
11. the school organizational pattern for guidance services
12. the assignment of a guidance department chairman
13. the employment of a guidance supervisor especially trained in guidance and counseling

There was not sufficient evidence to reject the null hypothesis at the .05 level of significance in any of these cases with the exception of number six. A chi-square of 6.1730 with two degrees of freedome permitted rejection of the null hypothesis at the .05 level with regard to the relationship between counselor type and the counselor's having received the majority of his training in guidance within the State of Maryland. This result permitted the conclusion that there is such a relationship with the likelihood that the Maryland trained counselor will achieve a higher counselor type designation using the model derived for this study.

Results of the various chi-square calculations are presented below in Table 61.

TABLE 61

RESULTS OF THE CHI-SQUARE COMPUTATIONS OF THE RELATIONSHIP BETWEEN COUNSELOR TYPE AND SPECIFIED VARIABLES

Variable	χ^2	p = .05	p = .01	Degrees of freedom	Level of probability
Sex	2.3003	5.991	9.210	2	.33
Age	5.4468	12.592	16.812	6	.51
Certification status	.1102	5.991	9.210	2	.94
Master's degree	1.9836	9.488	13.277	4	.85
Guidance institute	1.5850	9.488	13.277	4	.96
Maryland trained	6.1730*	5.991	9.210	2	.05
Self-type	2.8125	12.592	16.812	6	.88
Grade level of students	1.9568	9.488	13.277	4	.76
Guidance supervisor's line of reporting	6.8492	9.488	13.277	4	.16
County organizational plan	5.7579	12.592	16.812	6	.46
School organizational plan	2.8333	12.592	16.812	6	.83
Guidance chairman	.0283	5.991	9.210	2	.99
Guidance supervisor especially trained	2.7687	5.991	9.210	2	.22

*Significant at the .05 level

Result of Deriving Pearson Product-Moment Correlations

The Pearson Product-Moment method was used to measure the relationships between the continuous administrative factors selected for examination in the study and counselor type scores as derived in this study. The following coefficients of correlation were derived for the relationship between counselor type score and the following factors:

1. the pupil load of the counselor . . . . (-0.0595)
2. the number of years of counseling experience . . . . (0.0391)
3. the number of years of teaching experience . . . . (-0.0118)
4. the number of graduate hours earned in guidance . . . . . . (0.0331)
5. the number of years of work experience other than teaching or counseling . . . . (-0.0226)
6. the amount of clerical assistance provided . . . . (0.0724)
7. the number of weeks of summer employment as a counselor . . (0.0197)
8. the counselor load of the supervisor . . . . (-0.0312)
9. the pupil load of the pupil services workers in the county. (-0.0210)
10. the pupil load of pupil personnel workers . . . . (-0.0948
11. the pupil load of school psychologists . . . . (-0.1169)
12. the pupil load of speech therapists . . . . (-0.0377)
13. the number of guidance supervisors . . . . (0.1950)
14. the per pupil expenditure for guidance salaries and materials from local effort . . . . (0.1610)
15. the per pupil expenditure for guidance salaries and materials from total effort . . . . (0.1295)
16. the counselor/guidance clerk ratio per county . . . . (-0.0312)

17. the number of minutes devoted to guidance	(0.0316)
18. percent of time in counseling	(0.1333)
19. percent of time in consulting	(0.7718)
20. percent of time in coordinating	(-0.0770)
21. percent of time in other duties	(0.0964)

The Pearson Product-Moment method yielded only one significant relationship between counselor type score and each of the variables examined. A 0.7718 coefficient of correlation was derived between counselor type score and the percent of time devoted to consulting. This correlation seems to suggest that the conceptual model and sorting procedure adopted for this study identify most clearly the counselor who consults.

Results of the Analysis of Variance

An analysis of variance for a one-way design was used to test the hypothesis: $H_0 : M_1 = M_2 = M_3$. The means used in this analysis were derived from the counselor type scores for each of the three types of counselors identified in the study. The lone Type IV counselor's score was included with the Type III scores.

With only two exceptions the analyses of the means of the various continuous administrative factors being examined in the study yielded F-ratios which failed to exceed the limits defined for the degrees of freedom specified at the .05 level of acceptance. Therefore, in the case of each of the following factors insufficient evidence was present to reject the null hypothesis, and there was no indication of a significant relationship between counselor type score and years of counseling, teaching, and other work experience; number of credits earned in guidance; amount of clerical assistance per school; counselor/supervisor ratio; pupil/school psychologist ratio; pupil/pupil personnel worker ratio; pupil/pupil services worker ratio; pupil/speech therapist ratio; pupil/counselor ratio; counselor/clerk ratio; total and local per pupil expenditures for guidance salaries and materials; total number of minutes devoted to professional duties; and the number of weeks of summer employment for counselors.

The two exceptions which did produce F-ratios exceeding the defined limits were the number of guidance supervisors per county and the secondary enrollment per county. In these two cases then the null hypothesis that there was no significant relationship between each of these variables and counselor type score was rejected at the .05 level of acceptance.

A summary of the F-Test Analysis is presented in Table 62 on the following pages. The F-ratio for county secondary enrollment is reported as 3.6218 and the F-ratio for the number of guidance supervisors as 3.4414, both exceeding the 3.05 ratio for 2 and 169 degrees of freedom at the five percent level.

TABLE 62

SUMMARY OF THE F-TEST ANALYSIS OF COUNSELOR TYPE SCORE MEANS FOR SPECIFIED ADMINISTRATIVE FACTORS IN DESCENDING ORDER OF SIGNIFICANCE

$F_{169,2,95} = 19.49$

Administrative factor	Counselor type	Mean	Standard Deviation	F-Ratio	Level of Probability
Pupil/pupil personnel worker ratio	I	4184.75	1097.67	0.9069	.67
	II	3883.36	980.12		
	III	3649.08	859.75		
Total minutes logged	I	4143.75	1336.43	0.6523	.79
	II	3940.34	1206.28		
	III	3752.05	901.79		
Pupil/counselor ratio	I	453.92	151.88	0.5019	.87
	II	435.65	124.30		
	III	457.90	131.72		
Number of weeks of summer employment	I	2.50	2.88	0.4759	.88
	II	2.64	2.86		
	III	3.13	2.75		
Years of other work experience	I	5.17	3.86	0.3479	.95
	II	6.61	9.03		
	III	5.64	4.46		
Pupil/pupil services worker ratio	I	1357.58	482.55	0.0341	1.00
	II	1435.65	1144.29		
	III	1407.51	1002.58		

TABLE 62--Continued

$F_{169,2,95} = 19.49$

Administrative factor	Counselor type	Mean	Standard Deviation	F-Ratio	Level of Probability
Counselor/clerk ratio	I	3.19	200.28	0.2337	
	II	3.22	166.47		.99
	III	2.85	65.32		
$F_{2,169,95} = 3.05$					
County secondary enrollment	I	23,151	22,111	3.6218*	
	II	32,138	22,731		.03
	III	38,676	20,061		
Number of guidance supervisors per county	I	1.14	129.82	3.4414*	
	II	1.79	157.30		.04
	III	2.23	158.89		
Number of guidance credits earned	I	28.42	13.68	1.9699	
	II	34.90	14.51		.15
	III	38.56	20.34		
Years of teaching experience	I	8.00	5.13	1.7605	
	II	10.30	7.73		.18
	III	7.97	6.85		
Years of counseling experience	I	5.25	4.03	1.6678	
	II	6.75	5.99		.20
	III	5.59	4.31		

*Significant at the .05 level

TABLE 62--Continued

$F_{2,169,95} = 3.05$

Administrative factor	Counselor type	Mean	Standard Deviation	F-Ratio	Level of Probability
Pupil/school psychologist ratio	I	26.06	35.33	1.5225	.23
	II	25.95	37.25		
	III	14.91	25.15		
Clerical help per school guidance department in percentage	I	98.33	74.08	1.5168	.23
	II	109.79	49.81		
	III	122.95	39.85		
Total per pupil guidance expenditure	I	28.34	67.40	1.3253	.27
	II	28.68	67.19		
	III	30.31			
Counselor/supervisor ratio	I	83.33	48.70	1.1176	.33
	II	66.62	40.73		
	III	72.77	37.91		
Pupil/speech therapist ratio	I	7.90	9.99	1.1154	.34
	II	21.91	34.69		
	III	17.74	28.10		
Local per pupil guidance expenditure	I	18.90	63.30	1.0996	.34
	II	20.30	65.80		
	III	22.29	56.86		

CHAPTER IX

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The findings presented in the preceding four chapters are summarized and discussed in this final chapter. Recommendations for future studies related to this study conclude the report.

SUMMARY

This study examined the relationships between counselor functioning and specified administrative factors of three types: organizational patterns, staffing considerations, and financing. Counselor functioning was not considered in terms of effectiveness but rather in terms of the amount of time devoted to the various guidance activities identified by the American School Counselor Association.

A preliminary study involving twenty-four Maryland guidance supervisors indicated the appropriateness of this A.S.C.A. Statement of Functions for Maryland guidance programs at the time of the study.

The thrust of the study was directed toward the identification of those administrative factors which could impede or enhance the counselor's fulfilling his professional assignment. The extent to which such identification was accomplished is summarized in the following paragraphs.

Three major null hypotheses based on the thesis presented on page 3 of this report were examined in this study. These null hypotheses predicted the lack of any significant relationship between counselor functioning and three major types of administrative variables: (1) the professional preparation and experience of the counselor; (2) the organizational pattern adopted for the implementation of the guidance and pupil services programs; (3) the financial support provided for the programs of guidance and pupil services.

Hypothesis Number One: There is no relationship between the competencies implied by professional preparation and experience and the functions performed by senior high school counselors.

The assumption underlying the selection of this null hypothesis for the study was that a person tends to do what he feels most competent to do and that he usually feels most competent in those areas in which he has had training and experience.

Within the framework of this major hypothesis, a number of relevant relationships were examined. Only for the variable of the counselor's having received the majority of his guidance training within the State of Maryland was there revealed sufficient evidence to permit the rejection of this null hypothesis. That there is a relationship between counselor functioning as defined by the conceptual model adopted for this study and this variable was supported at the .05 level of acceptance by the calculation of a chi-square of 6.1730 with two degrees of freedom.

This seems to indicate that counselors who have been trained primarily within the State of Maryland are more prepared to provide the services of consulting with parents and staff and of counseling with students than are counselors trained elsewhere. These locally trained persons are devoting a larger percentage of their working hours to these counseling-type functions than are their colleagues with out-of-state training who tend to spend more time in the administrative-type functions of coordinating and other non-guidance related school activities.

The fact that locally trained counselors tend to approach more closely the expected model perceived by local guidance supervisors would suggest that there is communication between the guidance leadership in the field and the counselor educators who have considerable understanding of State on-the-job expectations. Another contributing factor could be that many of the guidance supervisors also received their training locally, and they are expecting what they themselves were taught to expect of a guidance program.

One additional factor for consideration is the trend for local guidance supervisors to teach part-time in a number of State graduate programs. Not only does this tend to increase communication with counselor educators, but it also provides a direct communication between supervisors and prospective counselors for intensive training.

None of the other staffing factors yielded sufficient evidence to permit rejection of the null hypothesis. No significant relationships were identified between counselor functioning as defined in this study and age; sex; certification status; attainment of the master's degree; number of guidance credits earned; participation in a guidance institute; number of years of teaching, counseling, and other work experience; and counselor-type by self-assessment.

Hypothesis Number Two: There is no relationship between organizational pattern of guidance and pupil services and the functions performed by senior high school counselors.

Underlying this hypothesis was the assumption that certain patterns of organization tend to facilitate functioning. In the case of guidance, where the goal is service to people, that organizational structure which provides the greatest opportunity for contact with the persons to be served might be expected to contribute toward more effective functioning.

The application of the statistical techniques of the analysis of variance of means, chi-square derivation, and the calculation of the Pearson Product-Moment correlation yielded no results within the prescribed .05 level of acceptance when applied appropriately to the following variables: the pupil services versus the instructional approach to guidance services at the county level; the assignment of counselees at the school level; the appointment of guidance department chairmen; the length of the work day; provision of specially trained guidance supervisors; and the pattern of administrative reporting practiced by the guidance supervisor.

However, the calculation of an F-ratio of $3.62 > 3.05$ for $F_{2,169,95}$ did provide the basis for rejection of the null hypothesis that there is no significant relationship between counselor type score and secondary school enrollment by county. The larger the county the more likely was the counselor to be devoting more time to counseling and consulting.

The importance of this variable of secondary student enrollment was emphasized further by its correlation with six other administrative factors to produce coefficients ranging from 0.5924 to 0.8282. Where there were more students enrolled in the county, there were likely to be a larger number of guidance supervisors, a greater per pupil expenditure for guidance from both local and total support, a smaller pupil/school psychologist ratio, the pupil services organizational plan, and the guidance supervisors reporting to a Director of Pupil Services.

This variable of the line of reporting produced a relationship with counselor functioning that approached the level of acceptance prescribed for the study, but did not actually reach that level. A chi-square of 6.8492 was calculated for this factor and had a probability of .16 (6.705) with four degrees of freedom. This relationship is reported here in spite of its failure to meet the prescribed level of acceptance because this same variable correlated with seven other administrative factors to produce coefficients greater than 0.50. This study then calls attention to the need for further investigation of this variable, especially in light of the national discussion of its importance.

The numerous high correlations between the various administrative factors being examined in this study emphasize the complexity of the relationships and the difficulty of isolating any one factor to determine its effectiveness. Certainly the evidence uncovered does not provide a clear picture of the most appropriate organizational pattern for enhancing the effectiveness of guidance services either at the county or school level. A combination of factors rather than any one factor alone appears to offer more potential for achieving the desired objective.

Hypothesis Number Three: There is no relationship between the financial support provided for guidance and pupil services programs and the functions performed by senior high school counselors.

The assumption underlying this hypothesis was that the provision of relevant resources will probably expedite the functioning of the person knowledgeable about their usage and that the more resources available the greater should be the effectiveness of the services provided.

A number of variables related to support of the guidance program and to the provision of resources were examined. However, with one exception, sufficient evidence was not uncovered to permit rejection of the null hypothesis. The one exception was the number of guidance supervisors employed per county.

The analysis of variance of the means of the counselor type scores with regard to this one factor produced an F-ratio of 3.4414, significant at the .05 level of acceptance with degrees of freedom of 2 and 169. This ratio permitted rejection of the null hypothesis and identified as significant the relationship between the number of guidance supervisors and the functioning of the counselor. The more guidance supervisors assigned in the county the more likely was the counselor to devote a greater portion of his time to counseling and consulting and a lesser portion to administrative and other functions.

Although no other significant relationships were identified between counselor functioning and support factors, the high coefficients derived for the correlation between the number of supervisors and per pupil guidance expenditures as well as pupil/school psychologist ratio suggest again a complex relationship.

Where there are more guidance supervisors, there tend to be more school psychologists, and theoretically, these supervisors help the counselors to utilize these psychological services more effectively. Where there are more guidance supervisors, more money is being spent per pupil for guidance services. Hence, there is more likelihood for the provision of other resources, including clerical help, summer programs, materials, and equipment. Also, the supervisor is more likely to be trained in guidance and counseling.

Nevertheless, this study did not yield empirical evidence to isolate any of these support factors other than the number of guidance supervisors as affecting significantly the functioning of the school counselor. No significant relationships were identified between counselor functioning and pupil/counselor ratio; pupil/pupil services worker ratio; counselor/supervisor ratio; counselor/guidance clerk ratio; amount of clerical assistance per school; number of weeks of summer employment; or total and local per pupil expenditures for guidance materials and salaries.

The 0.8282 coefficient derived for the correlation between the number of guidance supervisors and the size of the secondary school enrollment again emphasizes the inter-relatedness of many factors.

Although every other variable examined in the study, while not producing evidence of a significant relationship with counselor functioning, did tend in the expected direction, the variable of pupil/counselor ratio produced a very low (-0.0595) coefficient when correlated with counselor type score. Nor did this factor show much relationship with any of the other factors. Only when examined with the pupil services organizational pattern did pupil/counselor ratio produce a coefficient approaching the prescribed 0.50 level. Application of the Pearson Product-Moment method yielded a 0.49 coefficient for this relationship. Thus did the study raise the question of the effectiveness of a continued emphasis on reduction of the counselee load for the counselor. Perhaps there is a point beyond which this reduction in the number of counselees is not significant, and other factors are of greater importance in encouraging and enabling the counselor to devote more time to counseling and consulting functions.

In summary then, it was in only three cases that this study actually found empirical evidence to support the assumption that counselor functioning is influenced significantly by the impact of selected administrative factors. Whether the counselor was trained in guidance primarily within the State of Maryland rather than elsewhere, the size of the county by secondary enrollment, and the number of guidance supervisors employed per county were the only three factors so identified as being significant in affecting counselor functioning time-wise.

The larger the secondary enrollment within the county, the greater the number of guidance supervisors employed by the county, and the more counselors assigned within the county who had been trained primarily in the graduate schools of the State of Maryland, the larger was the percentage of time devoted by the counselors in this study to the functions of counseling and consulting and the less time to coordinating and other non-guidance duties.

Furthermore, the study indicated that Maryland senior high school counselors were in fact performing the functions recommended by the American School Counselor Association but that they were doing so to varying degrees and with differing priorities. In general, counselors were not fulfilling the expectations established for them by their guidance supervisors. Why different priorities were adopted by counselors within the same state, the same county, and the same school was not revealed in this study. An examination of possible contributing factors did yield some clues, but future studies might address themselves to an examination of the individual differences within the counselors (as persons) to try to determine why one counselor functions in one way and a second functions in a completely different manner when all of the contributing administrative factors appear to be identical.

CONCLUSIONS

A wide range characterized every distribution of the one hundred and seventy-six participating counselors regardless of which of the administrative factors was being examined. These variations seem to emphasize the existence of many individual differences among the counselors of the State of Maryland.

Furthermore, the failure of the study to identify more than three administrative factors from among the twenty-eight examined for a significant relationship to counselor functioning suggests that counselors function as persons regardless of, rather than because of, such factors.

This suggestion does not mean that such administrative factors are of no importance in counselor functioning. On the contrary, in every instance, with the exception of pupil/counselor ratio, the trend toward more counseling oriented types of counselors was consistent with the expected application of such factors. It does mean that even were all such factors controlled to the maximum in what appears to be the most advantageous direction, there would probably still be differences in the types of counselors in terms of the amount of time devoted to these various categories of function.

Certainly this finding has implications for the careful selection of counselors and suggests that more intensive research is necessary in the identification of those personal characteristics which allow or encourage a counselor to function as a professional counselor rather than as an administrator.

The theory expressed by Kehas and stated on page 28 of this report is supported by these findings. Changing structure or organization does not change functioning. "Change must occur in the functional definitions and in the behavioral processes of the individuals and groups concerned."[1] The identification in this study of the three specific factors which produced significant relationships with counselor functioning underscores the points made by Kehas and suggests some ways of enhancing the provision of guidance services within the public schools.

The knowledge that training for guidance within the State of Maryland, where there has been a long history of close cooperation between the counselor educators, the State Department of Education, and the guidance supervisors in the local school systems, has been significant in producing counselors who spend more time in counseling and consulting (desirable expectations according to the guidance supervisors) indicates the importance of communication between the local units and those counselor training programs serving the local needs. Such communication is essential if functional definitions most appropriate to pupil needs are to emerge and if relevant content for counselor training is to be provided.

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[1] Chris D. Kehas, *op. cit.*

A significant training relationship suggests further the need for developing certification requirements based on such functional definitions and sufficiently flexible to reflect changes in societal needs as they emerge. Although no significant relationships between counselor functioning and personnel factors other than training within the State of Maryland were identified, the fact that eighty percent of the participating counselors exceeded current Maryland guidance certification requirements in terms of graduate credits earned as well as professional experience needed suggests that this minimal program may be ready for revision and up-grading. With so many certified counselors failing to meet the expectations of guidance supervisors in terms of the distribution of their professional services, such a conclusion seems justified. Either the supervisors are unrealistic in their expectations or the counselors need assistance and direction in reaching the desired goals. As Kehas puts it, "Change must occur...in the behavioral processes of the individuals and groups concerned."[2]

The school system must first determine the kind of guidance services actually expected from counselors by all of the recipients of those services, not just administrators. Then counselors must be selected who have the kind of training, experience, and personality most likely to contribute toward the fulfillment of those expectations.

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[2] Chris D. Kehas, *op. cit.*

The failure of this study to identify significant relationships between counselor functioning and such areas of concern in current certification requirements as the number of graduate credits earned, years of teaching experience, and specialized kinds of programs indicates the possibility of introducing more flexibility into certification requirements without endangering counselor effectiveness.

The second significant relationship identified in the study--that between counselor functioning and the number of guidance supervisors--stresses the greater importance of providing leadership to facilitate changes in the behavioral processes of the counselors for whom the supervisors have responsibility. Effecting such behavioral changes requires close and continuous support, encouragement, and direction from the supervisor if the counselor is to devote his time and energies to the desired functions. This guidance supervisor, however, needs to be knowledgeable about the appropriate functional definitions of guidance and the techniques for implementing them if he is to provide effective assistance to the counselor. Although not significant at the prescribed .05 level of acceptance, this variable of trained versus untrained guidance supervisor was significant at the .22 level in this study.

In addition, those counties in Maryland having such trained guidance supervisors tended to be the school systems with large student enrollments. The county's size made possible the employment of specialists in the supervision of a variety of fields, including guidance. Also, the large Maryland counties tend to be located within easy commuting distance of the State graduate schools so that their counselors have the benefit not only of the inservice efforts of trained supervisors but also of the availability of graduate school programs.

These findings suggest the need to consider the consolidation of those small local systems which cannot provide such specialized services into regional patterns for the organization and administration of pupil services, patterns which can meet the criteria of size and the provision of specially trained supervisors.

The factors of size and the number of guidance supervisors are also significant in the very large counties where the tendency is to add counselors at a faster rate than supervisors. Here, too, the need for continuous individual supervision to ensure the development and growth in the behavioral processes of individual counselors and the appropriate utilization of counselor time demands that a sufficient number of qualified supervisors be employed. As the number of counselors increases, the number of supervisors should increase proportionately, or the role of the supervisor will become primarily an administrative one. A comparative examination of the three largest counties in this study illustrates this point clearly.

According to the findings of this study, whether the organizational groupings of counselors, psychologists, pupil personnel workers, and health personnel should be assigned administratively to Pupil Services or to Instruction appears to have little relevance in terms of counselor functioning as far as time is concerned. The organizational pattern, however, does appear to have some relationship to the number of personnel employed. Where large numbers of pupil services specialists are employed, the Pupil Services pattern is more frequently adopted. Whether this pattern of organization encourages the addition of more such personnel or whether the addition of large numbers of such specialists results in the need for this type of organization is not clear.

In summary then, the many reasons offered by counselors for their failure to devote more time to counseling and consulting do not appear to be valid in light of the findings of this study. The entire range of counselor types and counselor type scores was identified within the same school under the same principal; within every type of organizational pattern at both county and school level; and within each administrative factor considered in this study. These various counselor types appeared regardless of the expenditure of funds for guidance services and in spite of the number and kinds of referral resources provided, with the single exception of the number of guidance supervisors.

The importance then of the counselor as a person emerges from this study. To enhance counselor functioning it would seem that the administrator must: 1) identify, through careful selection procedures, those persons possessing the appropriate personal characteristics, 2) be certain that the preservice training was relevant, effective, and thorough, and 3) provide for continuous inservice training through a sufficiently adequate supervisory staff. Further, there must be agreement among the counselors, the consumers of their services, the administrators, the supervisors, and the counselor educators concerning the functional definition of guidance and counseling services.

RECOMMENDATIONS

The focus of the study was an assessment of the distribution of the counselor's time among the professionally prescribed functions to determine what factors, if any, influence the pattern of work. The study made no attempt to evaluate the effectiveness of the expenditure of time in meeting the needs of the persons to be served through any of these functions. Nor did the study attempt to judge the value of the functions prescribed. Such evaluative approaches are left to future studies.

Such studies might concentrate on the degree to which specified guidance and counseling objectives are achieved. Others might be based on an assessment of the effectiveness of counselor types as determined by students, parents, teachers, administrators, and community. These assessments would provide some understanding of the kind of person as well as the kind of services these various consumers are seeking within the guidance program.

This study suggested that administrative factors were of less significance in counselor functioning than the counselor himself. Because the counselor as a person appears to be of such importance, future studies exploring counselor characteristics by types would prove helpful in determining both selection procedures and criteria as well as approaches to the assignment of counselors within school systems. Within the framework of individual differences can there be identified some common thread which guarantees a good counselor? Can counselors with different strengths and weaknesses be blended within guidance departments to provide overall effectiveness?

Utilizing the concept of counselor type developed for this study, future studies might compare the evaluations of counselors by principals and supervisors with both the self-evaluations of these same counselors and the evaluations arrived at using this sorting system.

Utilization of the Activities Log and the technique for sorting and typing could provide the basis at any time for self-evaluation by individual counselors or by groups. These persons could then compare themselves with State and county norms as well as with the expectations established for them by supervisors and administrators. Such assessments could provide the basis for further self-evaluation and could identify needs for professional training and development. Although this type of evaluation would not measure the effectiveness of services rendered, it would indicate the degree to which such services were being attempted.

Using the information obtained from this study as baseline data, additional studies employing the same technique could be applied at the end of various experimental approaches to the implementation of guidance services. One such approach might be the employment of para-professionals to relieve counselors of certain coordinating and non-guidance functions. After a year or two of such a program, how would the counselors function in terms of the expenditure of time in comparison with their records from this study?

Some matched-pair studies of counties comparable in size and wealth in which the data collected in this study is used would provide valuable information on the effectiveness of more detailed approaches to the organization and provision of guidance services. A detailed comparison of the three largest counties of the State might yield significant results.

In view of the rapid increase in the numbers and kinds of pupil services specialists at all levels of public education, a similar study of the functioning of all such personnel, including counselors at the elementary, middle, junior high, and community college levels, might provide a wealth of information on the duplication of efforts and the need for more clearly defined articulation.

In consideration of the significant relationship between the number of guidance supervisors and counselor functioning, a more detailed investigation of the effects of various approaches to guidance supervision should be meaningful. Such a study could examine the impact on counselor types of various kinds of supervision and might provide the basis for future assignments of personnel and suggest the need for various inservice training experiences. The procedure developed for this study could be utilized to measure changes in counselor functioning before and after such training experiences.

The relationship between counselor type and the many detailed areas of information recorded on the log and not explored in this study would be of interest. Such areas include the specific items under the three main categories of "kinds of activities", "kinds of emphases", and "persons with whom the activity was performed". These areas also include such facts as the grade levels of the students in terms of emphases and activities of the counselor.

Of further interest would be the relationship of counselor type to that portion of the log inquiring into the place where the function was performed, the type of contact, the kinds of tests and research instruments used, the sex of the students, the numbers of students involved, the frequency of student small group involvement, and the size of the groups with which the counselor works.

In view of the potential of the emerging position of Director of Pupil Services as indicated in the study, more effort should be expended in research into the role of this relatively new professional to determine what kinds of services from this person might be most beneficial in increasing the effectiveness of guidance and other pupil services. Also, lacking a definitive solution to the most effective pattern for the organization of pupil services, personnel in the field should be free to explore innovative approaches to this problem.

APPENDIX A

STATISTICAL TABLES

TABLE 1

DISTRIBUTION OF THE STUDY SAMPLING BY COUNTY AND SCHOOL SIZE
(Number of Participants/Total Number in Existence)

County	Size of school by number of counselors								Total	
	1	2	3	4	5	6	7	8	Schools	Counselors
1	2/5	0/1	2/2						4/8	8/13
2		1/1	1/5	2/3					4/9	13/29
3			1/2	6/9	2/5				9/17	37/68
4	1/1								1/1	1/1
5		1/1	0/1						1/2	2/5
6	1/3		1/2						2/5	4/9
7	1/1	2/6							3/7	5/13
8	2/2		0/1						2/3	2/5
9	2/3	0/1							2/4	2/5
10	3/3	1/4	0/1						4/8	5/14
11	1/2								1/2	1/2
12	0/2	1/1	2/3						3/6	8/13
13		1/2	1/1						2/3	5/7
14	1/3								1/3	1/3
15		1/2	1/2	2/4	3/6	1/2			8/16	34/68
16			0/2	1/5		3/3	0/1	1/2	5/13	30/67
17			1/1						1/1	3/3
18	2/4								2/4	2/4
19		0/1	1/1						1/2	3/5
20	0/1	1/1							1/2	2/3
21	2/5	1/1		1/2					4/8	8/15
22	1/3	1/2							2/5	3/7
23	2/4								2/4	2/4
Total	21/43	11/24	11/24	12/23	5/11	4/5	0/1	1/2	65/133	181/363 (less five)

TABLE 2

SELECTED AND ACTUAL SAMPLING OF SCHOOLS AND COUNSELORS BY SIZE OF SCHOOLS IN TERMS OF NUMBER OF COUNSELORS

School size by number of counselors	Total number in existence	Number selected for the sample	Number participating	Percent of total participating
		Schools		
1	43	21	21	48
2	24	11	11	46
3	24	11	11	46
4	23	12	12	52
5	11	5	5	45
6	5	4	4	80
7	1	1	0	0
8	2	1	1	50
Total	133	66	65	49
		Counselors		
1	43	21	21	48
2	48	22	21	44
3	72	33	33	46
4	92	48	47	51
5	55	25	24	44
6	30	24	22	72
7	7	7	0	0
8	16	8	8	50
Total	363	188	176	48

TABLE 3

SAMPLING BY COUNTIES ARRANGED ACCORDING TO ORGANIZATIONAL PATTERNS FOR GUIDANCE AT THE COUNTY LEVEL

County by Code Number	Number of Senior High Schools	Number of Schools Selected	Number of Schools Participating	Percent of Schools Participating	Number of Senior High Counselors	Number of Counselors Selected	Number of Counselors Participating	Percent of Counselors Participating
Organizational Plan I.a.								
3	17	9	9	53	68	37	37	54
15	16	8	8	50	68	34	30	44
16	13	6	5	39	67	37	30	45
18	2	1	1	50	5	3	3	60
Total	48	24	23	48	208	111	100	48
Organizational Plan I.b.								
4	1	1	1	100	1	1	1	100
5	2	1	1	50	5	2	2	40
6	5	2	2	40	9	4	4	44
17	1	1	1	100	3	3	3	100
10	8	4	4	50	14	5	5	40
19	4	2	2	50	4	2	2	50
20	2	1	1	50	3	2	1	34
Total	23	12	12	52	39	19	18	46
Organizational Plan II.a.								
2	9	4	4	44	29	13	13	45
7	7	3	3	43	13	5	5	33
8	3	2	2	67	5	2	2	40
13	3	2	2	67	7	5	5	71
21	8	4	4	50	15	8	8	53
22	5	2	2	40	7	3	3	43
Total	35	17	17	48	76	36	36	47

TABLE 3--Continued

County by Code Number	Number of Senior High Schools	Number of Schools Selected	Number of Schools Participating	Percent of Schools Participating	Number of Senior High Counselors	Number of Counselors Selected	Number of Counselors Participating	Percent of Counselors Participating
Organizational Plan II.b.								
1	8	4	4	50	13	8	8	61
9	4	2	2	50	5	2	2	40
11	2	1	1	50	2	1	1	50
12	6	3	3	50	13	8	8	62
14	3	1	1	33	3	1	1	33
23	4	2	2	50	4	2	2	50
Total	27	13	13	46	40	22	22	55
Pupil Services Approach I.a. and I.b.								
Total	71	36	35	49	247	130	118	48
Instructional Approach II.a. and II.b.								
Total	62	30	30	48	116	58	58	51
Entire Sample								
Total	133	66	65	49	363	188	176	48

TABLE 4

TABLE OF COUNSELING TYPE SCORES BY COUNSELOR TYPES

I		II		III		IV		V	
%	Score	%	Score	%	Score	%	Score	%	Score
0	0	26	105	46	206	61	310	71	403
1	4	27	110	47	213	62	320	72	406
2	8	28	115	48	219	63	330	73	409
3	12	29	120	49	226	64	340	74	412
4	16	30	125	50	233	65	350	75	415
5	20	31	130	51	240	66	360	76	418
6	24	32	135	52	246	67	370	77	421
7	28	33	140	53	253	68	380	78	424
8	32	34	145	54	260	69	390	79	427
9	36	35	150	55	266	70	400	80	430
10	40	36	155	56	273			81	433
11	44	37	160	57	280			82	436
12	48	38	165	58	286			83	439
13	52	39	170	59	293			84	442
14	56	40	175	60	300			85	445
15	60	41	180					86	448
16	64	42	185					87	451
17	68	43	190					88	454
18	72	44	195					89	457
19	76	45	200					90	460
20	80							91	463
21	84							92	466
22	88							93	469
23	92							94	472
24	96							95	475
25	100							96	478
								100	500

TABLE 5

TABLE OF CONSULTING TYPE SCORES BY COUNSELOR TYPES

I		II		III		IV		V	
%	Score	%	Score	%	Score	%	Score	%	Score
1	8	13	120	18	225	22	350	24	401
2	16	14	140	19	250	23	400	25	402
3	24	15	160	20	276			26	404
4	32	16	180	21	300			27	405
5	40	17	200					28	406
6	48							29	408
7	56							30	409
8	65							31	410
9	74							32	412
10	83							33	413
11	92							34	414
12	100							35	416
								36	417
								37	418
								38	420
								39	421
								40	422
								50	435
								60	448
								70	463
								80	476
								90	489
								100	500

TABLE 6

TABLE OF COORDINATING TYPE SCORES BY COUNSELOR TYPES

I		II		III		IV		V	
%	Score	%	Score	%	Score	%	Score	%	Score
100	0	29	110	19	210	9	314	2	435
90	12	28	120	18	220	8	328	1	470
80	25	27	130	17	230	7	342	0	500
70	40	26	140	16	240	6	357		
60	55	25	150	15	250	5	372		
50	70	24	160	14	260	4	386		
49	72	23	170	13	270	3	400		
48	73	22	180	12	280				
47	75	21	190	11	290				
46	76	20	200	10	300				
45	78								
44	79								
43	81								
42	82								
41	84								
40	85								
39	86								
38	87								
37	89								
36	90								
35	92								
34	93								
33	95								
32	97								
31	98								
30	100								

TABLE 7

TABLE OF "OTHER SCHOOL RESPONSIBILITY" TYPE SCORES BY COUNSELOR TYPES

I		II		III		IV		V	
%	Score	%	Score	%	Score	%	Score	%	Score
100	0	32	106	16	212	8	325	4	420
99	1	31	112	15	224	7	350	3	440
98	3	30	118	14	236	6	375	2	460
97	4	29	124	13	248	5	400	1	480
96	6	28	130	12	260			0	500
95	7	27	136	11	272				
94	9	26	142	10	288				
93	10	25	148	9	300				
92	11	24	154						
91	13	23	161						
90	14	22	168						
89	16	21	175						
85	21	20	182						
80	28	19	188						
75	35	18	194						
70	42	17	200						
65	49								
60	56								
55	63								
50	70								
45	77								
44	79								
43	80								
42	82								
41	84								
40	86								
39	88								
38	90								
37	92								
36	94								
35	96								
34	98								
33	100								

TABLE 8

RESPONSES OF GUIDANCE SUPERVISORS TO THEIR CONCEPTUAL MODEL OF COUNSELOR TYPES BASED ON PERCENTAGES OF TIME DEVOTED TO THE MAJOR CATEGORY OF FUNCTION CALLED "COUNSELING"

Guidance supervisor	Counselor type				
	I	II	III	IV	V
1	20	40	60	75	90
2	20	30	40	45	50
3	5	20	30	30	75
4	20	25	30	45	60
5	5	30	60	60	60
6	30	40	50	55	60
7	30	50	65	75	90
8	10	30	50	65	80
9	25	35	50	50	50
10	30	45	60	75	90
11	10	30	50	60	70
12	15	35	60	65	70
13	10	35	60	70	80
14	5	35	65	75	80
15	10	30	50	65	80
16	20	35	50	65	80
17	20	45	70	75	80
18	0	45	85	90	100
19	40	50	60	70	75
20	10	35	60	65	70
21	20	35	50	65	80
22	10	20	40	50	70
23	10	20	30	45	60
24	--	--	50	--	--
Mean	16.3	34.4	56.5	63.2	74.7

TABLE 9

RESPONSES OF GUIDANCE SUPERVISORS TO THEIR CONCEPTUAL MODEL OF COUNSELOR TYPES BASED ON PERCENTAGES OF TIME DEVOTED TO THE MAJOR CATEGORY OF FUNCTION CALLED "CONSULTING"

Guidance supervisor	Counselor Type				
	I	II	III	IV	V
1	60	40	25	15	10
2	20	20	20	20	20
3	5	7	10	12	15
4	25	25	25	28	28
5	30	30	25	15	10
6	30	30	30	25	20
7	20	20	25	15	5
8	20	20	20	15	15
9	30	25	20	20	20
10	20	20	20	10	5
11	10	20	30	30	25
12	5	10	20	15	10
13	10	15	20	15	10
14	15	15	15	10	10
15	5	15	20	15	5
16	30	30	30	20	10
17	30	20	15	10	5
18	5	5	5	0	0
19	20	20	25	20	15
20	20	20	15	15	15
21	60	45	30	20	10
22	10	10	20	20	10
23	20	35	50	30	10
24	--	--	25	--	--
Mean	21.7	21.5	20.5	17.0	12.2

TABLE 10

RESPONSES OF GUIDANCE SUPERVISORS TO THEIR CONCEPTUAL MODEL OF COUNSELOR TYPES BASED ON PERCENTAGES OF TIME DEVOTED TO THE MAJOR CATEGORY OF FUNCTION CALLED "COORDINATING"

Guidance supervisor	Counselor type				
	I	II	III	IV	V
1	0	5	10	10	10
2	20	20	20	20	20
3	10	13	15	10	0
4	20	13	2	7	13
5	5	8	10	10	5
6	20	15	10	10	10
7	30	20	8	5	3
8	20	20	20	15	5
9	5	15	25	25	25
10	20	15	10	8	3
11	60	40	20	10	5
12	5	10	10	10	5
13	30	20	15	10	5
14	10	10	10	7	5
15	5	5	10	5	0
16	40	28	15	10	5
17	10	10	10	10	5
18	80	40	2	2	0
19	20	15	10	5	5
20	20	15	15	10	10
21	20	20	20	15	10
22	10	20	20	20	10
23	20	15	10	10	10
24	--	--	15	--	--
Mean	20.9	17.1	13.0	10.6	7.2

TABLE 11

RESPONSES OF GUIDANCE SUPERVISORS TO THEIR CONCEPTUAL MODEL OF COUNSELOR TYPES BASED ON PERCENTAGES OF TIME DEVOTED TO THE MAJOR CATEGORY OF FUNCTION CALLED "OTHER"

Guidance supervisor	Counselor type				
	I	II	III	IV	V
1	10	10	5	5	0
2	40	30	20	15	10
3	80	60	45	28	10
4	35	37	40	20	2
5	60	32	5	15	25
6	20	15	10	10	10
7	20	10	2	5	2
8	50	30	10	5	0
9	40	25	5	5	5
10	30	20	10	7	2
11	20	10	0	0	0
12	75	45	10	10	15
13	50	30	5	5	5
14	70	40	10	8	8
15	80	50	20	15	15
16	10	7	5	5	5
17	40	25	5	5	5
18	15	10	8	8	0
19	20	15	5	5	5
20	50	30	10	10	5
21	0	0	0	0	0
22	70	50	20	10	10
23	50	30	10	15	20
24	--	--	10	--	--
Mean	40.9	26.6	10.0	9.2	6.9

TABLE 12

FREQUENCY DISTRIBUTION OF THE RESPONSES OF GUIDANCE SUPERVISORS TO THEIR CONCEPTUAL MODEL OF COUNSELOR TYPES BASED ON PERCENTAGES OF TIME DEVOTED TO THE MAJOR CATEGORY CALLED "COUNSELING"

Percentage of time	Counselor type				
	I	II	III	IV	V
100				1	1
95-99					
90-94			1		3
85-89					
80-84					7
75-79				4	2
70-74			1	3	4
65-69			2	5	
60-64			6	3	4
55-59			1	1	
50-54		2	8	3	2
45-49		3		3	
40-44	1	2	2		
35-39		7			
30-34	3	5	3		
25-29	1	1			
20-24	6	4			
15-19	1				
10-14	7				
5-9	3				
0-4	1				
Total	23	23	24	23	23
Median	17.0	35.6	53.6	65.6	75.6

TABLE 13

FREQUENCY DISTRIBUTION OF RESPONSES OF GUIDANCE SUPERVISORS TO THEIR CONCEPTUAL MODEL OF COUNSELOR TYPES BASED ON PERCENTAGE OF TIME DEVOTED TO THE MAJOR CATEGORY CALLED "CONSULTING"

Percentage of time	Counselor type				
	I	II	III	IV	V
100					
95-99					
90-94					
85-89					
80-84					
75-79					
70-74					
65-69					
60-64	2				
55-59					
50-54			1		
45-49		1			
40-44		1			
35-39		1			
30-34	5	3	4	2	
25-29	1	2	6	2	2
20-24	7	8	8	6	3
15-19	1	3	3	8	4
10-14	3	2	1	4	9
5-9	4	2	1		4
0-4					
Total	23	23	24	23	23
Median	22.0	22.3	23.9	18.6	13.1

TABLE 14

FREQUENCY DISTRIBUTION OF RESPONSES OF GUIDANCE SUPERVISORS TO THEIR CONCEPTUAL MODEL OF COUNSELOR TYPES BASED ON PERCENTAGE OF TIME DEVOTED TO THE MAJOR CATEGORY CALLED "COORDINATING"

Percentage of time	Counselor type				
	I	II	III	IV	V
100					
95-99					
90-94					
85-89					
80-84	1				
75-79					
70-74					
65-69					
60-64	1				
55-59					
50-54					
45-49					
40-44	1	2			
35-39					
30-34	2				
25-29		1	1	1	1
20-24	9	6	5	2	1
15-19		6	5	2	
10-14	4	5	10	11	7
5-9	4	3	1	6	9
0-4	1		2	1	5
Total	23	23	24	23	23
Median	20.9	17.4	14.0	11.5	8.1

TABLE 15

FREQUENCY DISTRIBUTION OF RESPONSES OF GUIDANCE SUPERVISORS TO THEIR CONCEPTUAL MODEL OF COUNSELOR TYPES BASED ON PERCENTAGE OF TIME DEVOTED TO THE MAJOR CATEGORY CALLED "OTHER ACTIVITIES"

Percentage of time	Counselor type				
	I	II	III	IV	V
100					
95-99					
90-94					
85-89					
80-84	2				
75-79	2				
79-74	2				
65-69					
60-64	1	1			
55-59					
50-54	4	2			
45-49		1	1		
40-44	3	1	1		
35-39	1	1			
30-34	1	6			
25-29		2		1	1
20-24	4	1	3	1	1
15-19	1	2		4	2
10-14	2	4	8	4	4
5-9		1	8	11	7
0-4	1	1	3	2	8
Total	23	23	24	23	23
Median	42.0	29.9	10.0	8.8	7.0

TABLE 16

RESPONSES OF THE GUIDANCE SUPERVISORS TO THE PERCENTAGES OF TIME AN AVERAGE (TYPE III) COUNSELOR MIGHT BE EXPECTED TO DEVOTE TO EACH OF THE ASCA CATEGORIES OF FUNCTION

Supervisor	Program Planning	Counseling	Appraisal	Educational-Vocational Planning	Referral	Placement	Parent Help	Staff Consultation	Research	Public Relations
1	10	50	5	5	5	0	10	10	5	0
2	5	10	15	40	5	5	10	5	3	2
3	15	75	4	0	0	0	0	3	2	1
4	5	25	15	25	3	2	10	10	2	1
5	10	30	5	10	5	5	5	10	5	10
6	5	65	2	0	1	2	10	10	2	2
7	3	40	2	20	1	0	5	25	1	3
8	5	40	7	5	2	5	10	5	5	10
9	3	50	3	2	2	3	15	15	3	2
10	10	20	5	10	5	10	10	10	10	5
11	10	35	10	10	5	5	10	5	5	5
12	10	25	15	15	5	5	10	10	5	5
13	10	60	5	5	2	5	5	3	3	2
14	5	45	10	5	3	5	10	5	5	5
15	5	60	5	4	3	3	10	5	3	2
16	5	50	10	5	5	3	10	10	0	2
17	5	50	5	20	3	3	4	7	1	1
18	5	50	5	5	5	5	5	15	2.5	1.5
19	15	15	15	15	4	4	10	10	4	4
20	10	40	10	10	5	5	5	5	3	2
21	2	70	3	10	1	5	2	1	2	2
22	10	40	10	10	5	5	5	5	5	5
23	0	40	10	10	3	5	10	10	10	2
24	--	--	--	--	--	--	--	--	--	--
Mean	7.4	42	7.7	10.5	3.4	3.9	8.0	8.4	3.8	3.2

TABLE 17

FREQUENCY DISTRIBUTION OF RESPONSES OF GUIDANCE SUPERVISORS TO PERCENTAGE OF TIME AN AVERAGE (TYPE III) COUNSELOR MIGHT BE EXPECTED TO DEVOTE TO EACH OF THE ASCA CATEGORIES OF FUNCTION

Percentage of time	Program Planning	Counseling	Appraisal	Educational-Vocational Planning	Referral	Placement	Parent Help	Staff Consultation	Research	Public Relations
100										
95-99										
90-94										
85-89										
80-84										
75-79		1								
70-74		1								
65-69		1								
60-64		2								
55-59										
50-54		5								
45-49		1								
40-44		5		1						
35-39		1								
30-34		1								
25-29		2		1				1		
20-24		1		2						
15-19	2	1	4	2			1	2		
10-14	8	1	6	7			13	9	2	2
5-9	9		8	6	10	13	6	8	7	5
0-4	4		5	4	13	8	3	3	14	16
Total	23	23	23	23	23	23	23	23	23	23
Median	8.67	44.0	8.56	10.57	3.92	5.85	10.46	9.78	3.61	3.09

TABLE 18

RESPONSES OF GUIDANCE SUPERVISORS TO INSTRUMENT ENTITLED "A CATEGORIZATION OF COUNSELOR DUTIES"

ASCA Function		Wrenn Categories					
Printed number	Computer program number	Counseling		Consulting		Coordinating and Change	
		Number	%	Number	%	Number	%
I.a.	501	1	4	8	33	15	62
b.	502	7	29	4	17	12	50
c.	503	2	8	12	50	9	38
d.	504			1	4	23	96
e.	505			6	25	18	75
f.	506			8	33	16	67
II.a.	507	24	100				
b.	508	24	100				
c.	509	24	100				
III.a.	510	7	29	3	14	13	58
b.	511	2	8	3	19	13	79
c.	512	7	29	13	4	54	17
d.	513	11	46	6	7	25	30
e.	514	2	8	3	19	13	80
IV.a.	515	17	71	5	2	21	8
b.	516	15	63	7	2	29	8
c.	517	14	58	7	3	29	13
d.	518	20	83	2	1	8	4
e.	519			13	11	54	46
f.	520	11	46	2	11	8	46
v.a.	521	6	25	10	8	42	33
b.	522			1	22	4	92
c.	523	4	17	5	14	21	58
d.	524			9	15	38	63
e.	525			9	15	38	63
f.	526				24		100

TABLE 18--Continued

ASCA Function		Wrenn Categories					
Printed number	Computer program number	Counseling		Consulting		Coordinating and Change	
		Number	%	Number	%	Number	%
VI.a.	527	19	79	5	21		
b.	528	4	17	20	83		
c.	529	4	17	14	58	5	21
d.	530	20	83			4	17
e.	531	4	17	5	21	15	63
VII.a.	532			24	100		
b.	533	4	17	20	83		
c.	534			15	63	9	38
VIII.a.	535			22	92	2	8
b.	536			23	96	1	4
c.	537			22	92	2	8
d.	538	1	4	18	75	3	12
e.	539			5	21	19	80
IX.a.	540	3	13			19	80
b.	541	5	21	4	17	15	63
c.	542	4	17	1	4	17	71
d.	543	5	21	4	17	15	63
e.	544	2	8	2	8	20	84
f.	545	1	4	5	21	18	75
X.a.	546			4	17	19	80
b.	547			5	21	17	71

TABLE 19

PERCENTAGE OF RESPONSES OF GUIDANCE SUPERVISORS TO THE INSTRUMENT ENTITLED "CLASSIFICATION OF ACTIONS PERFORMED"

Action performed	Classification of Action						
	Preparation and Planning	Conferring	Adminis-tering	Clerical Chore	Evaluating	Professional self-Development	Other
Received suggestions	12	56			16	12	4
Made out transcripts				95			5
Composed letters, etc.	5		26	16	33		20
Gave instructions about guidance program	39	12	32			5	12
Conducted an activity	31		43				26
Coordinated an activity	38		50				12
Received information		52	5		9	9	25
Interpreted information	8	38			42		12
Recorded data				95	5		
Developed personal notes	22	4	4	12	8	22	28
Observed	8		4		56	20	12
Checked answer sheets for machine scoring				100			
Studied reference works to understand problem	7				14	72	7
Studied professional literature	5					89	5
Prepared personal work schedule	28		32	16	4	20	

TABLE 19--Continued

Action performed	Classification of Action						
	Preparation and Planning	Conferring	Administer-ing	Clerical Chore	Evaluating	Professional Self-Development	Other
Discussed plans about guidance program	80	20					
Developed guidance program plans	85	4	11				
Revised such plans	70	5	5		15	5	
Monitored (cafeteria,etc.)			41	5			54
Attended meeting	5	20	12			58	5
Prepared speech	20	5	12			30	33
Discussed plans about/with person	40	55			5		
Scored tests				95			5
Filed				100			
Collected data	5			45	50		
Gave special tests			50	12	29		
Gave support, encouragement	5	70			5		20
Reviewed progress	12			5	83		
Made a speech	25		5			25	45
Utilized data processing	12		16	30	12		30
Assisted with activity	8	5	25				62
Supervised an activity			66		5		29
Prepared written report	21		12	21	25		21

TABLE 19--*Continued*

Action performed	Classification of Action Preparation and Planning	Conferring	Adminis-tering	Clerical Chore	Evaluating	Professional Self-Development	Other
Collected information	33			33	26		8
Helped student develop program of studies	17	54	17		4		8
Gave instructions about other than guidance program	4	8	59		4		25
Analyzed data	8	8		5	71		8
Received orientation or instructions	12	21			59		8
Responded to professional non-guidance survey			4	4	4	34	54
Prepared guidance material	75		8	12			5
Substituted for teacher			30				70
Visited	5	12			8	45	30
Advised extracurricular activity	8	34	26			5	17
Participated in conference		21	5			66	8
Prepared conference material	36		12	12		28	12
Organized an activity	50		42			4	4
Prepared publication(s)	38		8	8		21	25
Prepared master schedule			92				8
Responded to feelings to permit expression		64			4	4	28

TABLE 19--Continued

Action performed	Classification of Action						
	Preparation and Planning	Conferring	Adminis-tering	Clerical Chore	Evaluating	Professional Self Development	Other
Typed				100			
Attended college class	4				4	92	
Checked cumulative records	4			80	16		
Registered students		16	30	50			4
Made suggestions	12	76			4		8
Gave information	8	76					16
Made out pupil's schedule		17	34	41			8
Changed pupil's schedule	5	20	45	25			5

TABLE 20

PERCENTAGE OF RESPONSES OF GUIDANCE SUPERVISORS TO THE INSTRUMENT ENTITLED "CLASSIFICATION BY EMPHASIS"

Emphasis	Classification by Emphasis							
	Counseling	Educational-Vocational Planning	Placement	Appraisal	Referral	Program Plannin & Preparation	Research	Public Relations
Transfer and/or orientation	28	5	62	5				
Self-understanding	84			16				
Referral			5	10	85			
Curriculum development		14		5		81		
Health-physical development	34	5		39	9	13		
Vocational planning	34	66						
Job placement	11	8	77			4		
Cumulative records	11	5		79		5		
Social-emotional adjustment	100							
Decision-making	95	5						
Post-high school educational placement	9	16	75					
Avocational development	75	16		9				
Grading-reporting	6		6	88				
In-school placement-grouping	6	6	82	6				
Public relations								100

TABLE 20--Continued

Emphasis	Classification by Emphasis							
	Counseling	Educational-Vocational Planning	Placement	Appraisal	Referral	Program Planning & Preparation	Research	Public Relations
Local research							100	
Educational planning	26	64				10		
Military planning	30	54			6			10
School program, policies, procedures	5	5		5		75		10
Problem solving	85			5				
Confidential records	30		5	54	11			
Pupil analysis-appraisal	6		6	82	6			
Vocational development	30	62		4		4		
Academic progress	43	13		38		6		
Guidance program	18			10		72		
Total adjustment of pupil	82			18				
Environmental influences	50			18			20	12
Finances	18	14		8	8	52		

TABLE 21

RELEVANT DATA CONCERNING THE SIZE OF THE MARYLAND COUNTIES 1967-68

County	Number of				
	Secondary and Elementary Students Enrolled	Secondary Students Enrolled	Secondary Instructional Staff	Full-time Equivalent Secondary Counselors	Other pupil Services Workers Plus Speech-hearing Therapists
1	16,448	8,325	421.0	12.8	6.0
2	62,175	26,727	1467.3	54.5	47.0
3	118,356	54,710	3261.2	129.5	144.0
4	5,284	2,294	121.0	2.0	5.95
5	5,265	2,286	133.6	6.8	2.65
6	13,864	6,083	311.6	14.3	8.75
7	11,700	5,047	278.4	13.0	7.0
8	10,765	4,425	264.0	10.4	5.0
9	6,501	2,975	159.0	3.9	5.5
10	17,905	8,184	450.1	17.2	20.7
11	5,341	2,318	119.0	3.0	8.0
12	24,941	10,583	607.6	21.1	18.5
13	13,078	5,566	397.1	16.5	7.1
14	3,636	1,569	102.0	4.2	2.5
15	116,015	51,210	3131.5	135.0	62.0
16	136,469	53,283	2928.0	157.7	189.0
17	4,603	1,971	138.5	4.3	3.75
18	9,390	3,606	212.1	9.0	5.5
19	4,484	2,014	111.6	3.4	2.75
20	4,483	1,983	135.4	4.1	2.9
21	23,122	9,988	564.6	22.0	12.0
22	12,746	5,636	330.1	10.5	2.5
23	6,776	2,924	167.1	5.0	1.0
Total	633,347	273,707	15,811.8	660.2	564.45

TABLE 22

RELEVANT DATA CONCERNING GUIDANCE SUPERVISION IN THE MARYLAND COUNTIES DURING 1967-68

County	Relevant Data				
	Year the County Assigned a Guidance Supervisory Position	Order of Counties in Establishing this Position	Percent of Time Allotted for Guidance Supervision	Counselor/ Supervisor Ratio (No. Counselors Divided by Col. 3)	Total Number Persons Supervised by Guidance Supervisor
1	1959	5	10	150	29
2	1961	7	45	133	60
3	1947	1	300	60	178
4	None		5	80	7
5	None		35	36	17
6	1958	4	25	80	35
7	1967	10	50	34	19
8	1967	10	30	34	11
9	None		10	50	160
10	1957	3	30	74	78
11	None		5	40	104
12	None		15	160	45+
13	1965	9	35	55	46
14	1960	6	20	30	6+
15	1960	6	450	27	139
16	1957	3	200	84	167
17	None		25	28	11
18	1962	8	100	11	11
19	None		25	13	8
20	None		10	50	5
21	1948	2	60	38	23
22	1962	8	40	32	42
23	None		10	60	75+

Column Five includes classroom teachers supervised by persons having dual responsibilities in the instructional program as well as other pupil services personnel supervised by the guidance supervisor.

TABLE 23

STUDENT LOADS CARRIED BY PUPIL SERVICES WORKERS IN THE MARYLAND COUNTIES DURING 1967-68

County	Type of Pupil Service Worker					
	Secondary Counselor	Elementary School Counselor	Pupil Service Worker Other than Counselor Including Speech Therapist	Pupil Personnel Worker	School Psychologist	Speech Therapist
1	555	none	2741	4412	none	none
2	495	5843	1322	4145	7772	3109
3	414	1337	0827	3818	7888	2367
4	574	none	888	1790	none	5175
5	381	none	1404	4931	none	4931
6	405	1556	1596	2919	6932	6932
7	389	1664	1800	2925	none	5850
8	442	none	2153	2691	10,765	none
9	595	none	1182	6501	6501	6501
10	390	9721	865	3141	5968	2238
11	1159	none	668	5341	none	none
12	530	3547	1348	3563	24,941	8314
13	309	6497	1842	3269	13,078	6539
14	349	1378	808	1818	3636	none
15	376	13,795	1871	3135	5801	38,672
16	320	none	726	3900	5934	1844
17	328	2304	1228	6137	6137	6137
18	360	5312	2087	4695	18,780	4695
19	500	none	1724	7473	none	none
20	397	none	2360	2360	none	none
21	434	none	1927	3853	none	7707
22	512	3555	6373	6373	none	none
23	487	none	6776	6776	none	none
Mean	414.58	4995.0	1126	4368	8334	3661

TABLE 24

RANKING OF MARYLAND COUNTIES IN TERMS OF DATA ON SIZE

County	Rank by Size Factors				
	Total Enrollment	Secondary Enrollment	Secondary Instructional Staff	Secondary Full-time Equivalent Counselors	Other Pupil Services Workers
1	8	7	8	11	11
2	4	4	4	4	4
3	2	1	1	3	2
4	18	18	20	23	13
5	19	19	19	16	18
6	9	9	11	9	8
7	12	12	12	10	11
8	13	13	13	13	15
9	16	15	16	20	14
10	7	8	7	7	5
11	17	17	21	22	9
12	5	5	5	6	6
13	10	11	9	8	10
14	23	23	23	18	17
15	3	3	2	2	3
16	1	2	3	1	1
17	20	22	17	17	19
18	14	14	14	14	16
19	21	20	22	20	20
20	22	21	18	19	22
21	6	6	6	6	5
22	11	10	10	5	21
23	15	16	15	15	23

TABLE 25

DISTRIBUTION OF PUPIL SERVICES PERSONNEL AMONG THE TWENTY-THREE COUNTIES OF MARYLAND DURING 1967-68

County	Number of Specialists				
	Secondary Counselors	Pupil Personnel Worker	School Psychologists	Pupil Services Workers beyond Counselors	Speech-Hearing Therapists
1	12.8	4	0	6.00	0
2	54.5	15	8	27.00	20
3	129.5	29	15	89.00	50
4	2.0	1	0	4.95	1
5	6.8	1	0	1.65	1
6	14.3	4	2	6.75	2
7	13.0	3	0	5.00	2
8	10.4	3	1	5.00	0
9	3.9	0	.5	4.50	1
10	17.2	4	3	12.70	8
11	3.0	0	0	8.00	0
12	21.1	6	.5	15.50	3
13	16.5	3	1	5.00	2
14	4.2	1	.5	2.50	0
15	135.0	29	20	59.00	3
16	157.7	34	23	115.00	74
17	4.3	0	1	2.75	1
18	9.0	1	.5	3.50	2
19	3.4	0	0	2.75	0
20	4.1	1	0	2.90	0
21	22.0	5	0	9.00	3
22	10.5	1	0	2.00	0
23	5.0	0	0	1.00	0
Total	660.2	145	76	391.45	173
Median	10.20	2.71	.62	5.40	1.85

TABLE 26

RANKING OF THE TWENTY-THREE MARYLAND COUNTIES IN TERMS OF RATIOS OF PUPILS TO PUPIL SERVICES SPECIALISTS 1967-68

County	Rank				
	Pupil/ Counselor Ratio	Pupil/Pupil Services Worker other than Counselor Ratio	Pupil/Pupil Personnel Worker Ratio	Pupil/School Psychologist Ratio	Pupil/ Speech-Hearing Specialist Ratio
1	20	21	15	--	--
2	16	9	14	8	4
3	12	4	11	9	3
4	21	6	1	--	7
5	7	11	17	--	6
6	11	12	5	7	12
7	8	14	6	--	8
8	14	19	4	10	--
9	22	7	21	6	10
10	9	5	8	4	2
11	23	1	18	--	--
12	19	10	10	13	14
13	1	15	9	11	12
14	4	3	2	1	--
15	6	16	7	2	15
16	2	2	13	3	1
17	3	8	19	5	9
18	5	18	16	12	5
19	17	13	23	--	--
20	10	20	3	--	--
21	13	17	12	--	--
22	18	22	20	--	--
23	15	23	22	--	--

TABLE 27

SECONDARY SCHOOL GUIDANCE EXPENDITURES FOR THE MARYLAND COUNTIES IN 1967-68--AS REPORTED TO THE MARYLAND STATE DEPARTMENT OF EDUCATION IN NATIONAL DEFENSE EDUCATION ACT REPORTS

County	Expenditures for Guidance Salaries and Materials				
	Total	From local support	Percent from local support	Total Per Pupil	Local Per Pupil
1	$ 120,040	$ 99,580	83	$14.46	$12.00
2	672,737	421,947	63	25.72	16.20
3	1,624,266	1,261,076	78	30.16	23.52
4	33,150	13,007	39	15.14	6.00
5	58,610	23,930	41	25.64	10.51
6	132,143	80,297	61	22.20	13.54
7	152,722	98,661	65	31.56	20.35
8	133,364	99,474	75	30.91	23.18
9	49,488	28,240	57	16.29	9.29
10	203,406	130,806	64	24.85	15.90
11	24,367	8,437	34	11.17	3.79
12	235,806	148,419	63	23.25	14.64
13	186,721	139,448	75	28.38	21.14
14	56,200	36,750	65	35.01	22.76
15	1,453,759	1,106,938	76	38.55	29.30
16	1,716,975	1,327,317	77	32.94	25.36
17	43,675	24,234	56	22.11	12.16
18	126,631	70,304	56	36.25	20.30
19	35,734	7,260	30	17.74	5.32
20	39,989	24,174	60	20.85	12.51
21	237,503	139,317	59	24.30	14.34
22	105,785	56,756	53	19.68	10.43
23	55,016	30,819	56	19.63	10.99
Total	$7,498,087	$5,377,191	70.4		
Mean				$24.65	$15.37
Median				$24.25	$14.25

TABLE 28

RANKING OF THE TWENTY-THREE MARYLAND COUNTIES IN TERMS OF EXPENDITURES FOR SECONDARY GUIDANCE SALARIES AND MATERIALS DURING 1967-68

County	Rank				
	Total Guidance Expenditure	Local Support for Guidance	Percent Local Support	Total per Pupil Guidance Expenditure	Local Per Pupil Guidance Expenditure
1	13	9	1	22	16
2	4	4	11	9	9
3	2	2	2	7	3
4	22	21	21	21	21
5	15	20	20	10	18
6	11	12	12	14	13
7	9	11	8	5	7
8	10	10	5	6	4
9	18	17	15	20	20
10	7	8	9	11	10
11	23	22	22	23	23
12	6	5	10	13	11
13	8	6	6	8	6
14	16	15	7	3	5
15	3	3	4	1	1
16	1	1	3	4	2
17	19	18	18	15	15
18	12	13	17	2	8
19	21	21	23	19	22
20	20	19	13	16	14
21	-	7	14	12	12
22	14	14	19	17	19
23	17	16	16	18	17

TABLE 29

PROVISION OF GUIDANCE CLERICAL ASSISTANCE IN THE TWENTY-THREE COUNTIES OF MARYLAND DURING 1967-68

County	Number of guidance clerks	Ratio of guidance clerks to counselors	County rank in order of clerk/counselor ratio
1	4.00	1/3.20	12
2	15.00	1/3.63	13
3	28.00	1/4.63	15
4	0.00	0.00	21
5	1.40	1/4.86	16
6	7.00	1/2.04	3
7	5.50	1/2.36	6
8	0.00	0.00	21
9	0.00	0.00	21
10	4.26	1/4.04	14
11	1.50	1/2.00	2
12	8.00	1/2.44	7
13	7.20	1/2.29	5
14	.75	1/5.60	17
15	38.00	0.00	21
16	52.00	1/3.03	11
17	1.90	1/2.26	4
18	3.50	1/2.67	10
19	2.00	1/1.70	1
20	0.00	0.00	21
21	3.00	1/7.33	18
22	4.00	1/2.63	9
23	2.00	1/2.50	8
Total	189.01		
Mean	8.22	2.46	
Median	3.375	2.425	

TABLE 30

DISTRIBUTION BY MARYLAND COUNTIES OF THE GUIDANCE CLERICAL ASSISTANCE PROVIDED EACH GUIDANCE DEPARTMENT IN THE STUDY SCHOOLS DURING 1967-68

County	Number of clerks per guidance department					
	none	.25	.50	.75	1.00	1.00+
1	1		1		6	
2				2	8	3
3					15	22
4	1					
5		2				
6				1	3	
7					5	
8		1	1			
9	1		1			
10	1		2		1	1
11					1	
12			2		6	
13					2	3
14			1			
15			2		11	17
16			1		8	21
17	3					
18					3	
19	1		1			
20	1					
21	4					4
22	1			2		
23	1				1	
Total	15	3	12	5	70	71

25th percentile: 1.02;
50th percentile: 1.18;
75th percentile: 1.35

TABLE 31

PROVISION OF GUIDANCE SERVICES DURING THE SUMMER MONTHS IN THE TWENTY-THREE MARYLAND COUNTIES--1967-68

County	Number of counselors employed	Percent of counselors employed	County rank by percent of counselors employed
1	0.0	0.00	19
2	54.5	100.00	3
3	52.0	40.15	12
4	2.0	100.00	3
5	0.0	0.00	19
6	14.3	100.00	3
7	0.0	0.00	19
8	10.4	100.00	3
9	3.0	76.90	9
10	10.0	58.10	10
11	0.0	0.00	19
12	9.0	43.75	11
13	4.0	24.34	14
14	0.0	00.00	19
15	135.0	100.00	3
16	120.0	77.48	8
17	0.0	0.00	19
18	8.0	88.88	6
19	0.0	0.00	19
20	0.0	0.00	19
21	18.0	81.81	7
22	4.0	38.09	13
23	0.0	0.00	19
Total	189.01		
Mean		66.98%	

TABLE 32

DISTRIBUTION OF STUDY SCHOOLS BY PERCENTAGE OF GRADUATES OF THE CLASS OF 1967 ENROLLED IN DEGREE-GRANTING INSTITUTIONS

Percent of Graduates	Number of Schools							
	One Counselor	Two Counselors	Three Counselors	Four Counselors	Five Counselors	Six Counselors	Eight Counselors	Total
1- 5	2							2
6-10	1							1
11-15	3							3
16-20	1	1	1	1				4
21-25	4	4		4				12
26-30	6		1	1				8
31-35	1	4	1	1		1		8
36-40	1	1	3		1	1		7
41-45	2		2	1				5
46-50		1			1	1	1	4
51-55			1	1				2
56-60				3	1			4
61-65			2					2
66-70						1		1
71-75					1			1
76-80					1			1
Total	21	11	11	12	5	4	1	65

25th percentile: 23.10;
50th percentile: 32.06
75th percentile: 44.25

TABLE 33

DISTRIBUTION BY MARYLAND COUNTIES OF COUNSELORS BY ORGANIZATIONAL PATTERNS WITHIN THE SCHOOL DURING 1967-68

County	School organizational pattern for guidance*					
	One	Two	Three	Four	Five	Total
1	1				7	8
2		11	2			13
3		34			3	37
4					1	1
5			2			2
6	1	3				4
7	1	4				5
8	1		1			2
9	2					2
10	4		1			5
11	1					1
12		3	2		3	8
13			2	3		5
14	1					1
15		26	3	1		30
16		16	6		8	30
17		3				3
18		3				3
19	2					2
20	1					1
21	2	6				8
22	1				2	3
23	2					2
Total	20	109	19	4	24	176
Percent of 156 multiple counselor schools		70	12	2.5	15.5	

*Pages 16-18 of this report

TABLE 34

DISTRIBUTION OF STUDY SCHOOLS BY NUMBER HAVING SOME GUIDANCE CLERICAL ASSISTANCE DURING 1967-68

County	Number of Schools							
	One Counselor	Two Counselors	Three Counselors	Four Counselors	Five Counselors	Six Counselors	Eight Counselors	Total
1	1		2					3
2		1	1	2				4
3			1	6	2			9
4								-
5		1						1
6	1		1					2
7	1	2						3
8	2							2
9	1							1
10	2	1						3
11	1							1
12		1	2					3
13		1	1					2
14	1							1
15		1	1	2	3	1		8
16				1		3	1	5
17			1					1
18			1					1
19	1							1
20								-
21				1				1
22		1						1
23	1							1
Total	12	8	11	12	5	4	1	53
Percent								81

TABLE 35

DISTRIBUTION OF SCHOOLS BY THE NUMBER HAVING GUIDANCE DEPARTMENT CHAIRMEN DURING 1967-68

County	Number of schools							
	One Counselor	Two Counselors	Three Counselors	Four Counselors	Five Counselors	Six Counselors	Eight Counselors	Total
1			1					1
2		1	1	2				4
3			1	6	2			9
4								0
5								0
6			1					1
7								0
8								0
9								0
10		1						1
11								0
12		1						1
13		1	1					2
14								0
15		1	2	1	3	1		8
16				1		2	1	4
17			1					1
18			1					1
19								0
20								0
21		1		1				2
22								0
23								0
Total		6	9	11	5	3	1	35
Percent								54

TABLE 36
DISTRIBUTION BY COUNTIES OF MARYLAND STUDY SCHOOLS HAVING SUMMER GUIDANCE SERVICES DURING 1967-68

County	Number of Schools							
	One Counselor	Two Counselors	Three Counselors	Four Counselors	Five Counselors	Six Counselors	Eight Counselors	Total
1								0
2		1	1	2				4
3			1	6	2			9
4	1							1
5								0
6	1		1					2
7								0
8	2							2
9	2							2
10	3	1						4
11								0
12		1						1
13		1	1					2
14								0
15		1	1	2	3	1		8
16				1		3	1	5
17								0
18			1					1
19								0
20								0
21	1			1				2
22		1						1
23								0
Total	10	6	6	12	5	4	1	44
Percent								67.7

TABLE 37

DISTRIBUTION BY SEX OF THE COUNSELORS IN THE MARYLAND STUDY
1967-68

County	Males		Females		Total
	Number	Percent	Number	Percent	
1	6	75.0	2	25.0	8
2	9	70.0	4	30.0	13
3	23	62.0	14	38.0	37
4	0	0.0	1	100.0	1
5	2	100.0	0	0.0	2
6	3	75.0	1	25.0	4
7	2	40.0	3	60.0	5
8	0	0.0	2	100.0	2
9	1	50.0	1	50.0	2
10	4	80.0	1	20.0	5
11	1	100.0	0	0.0	1
12	6	75.0	2	25.0	8
13	3	60.0	2	40.0	5
14	0	0.0	1	100.0	1
15	17	57.0	13	43.0	30
16	16	53.0	14	47.0	30
17	1	33.0	2	67.0	3
18	1	33.0	2	67.0	3
19	1	50.0	1	50.0	2
20	0	0.0	1	100.0	1
21	5	62.5	3	37.5	8
22	2	67.5	1	33.0	3
23	0	0.0	2	100.0	2
Total	103	58.5	73	41.5	176

TABLE 38

DISTRIBUTION BY AGE OF THE COUNSELORS IN THE MARYLAND STUDY 1967-68

County	Age in years				Total
	Under 35	35 to 44	45 to 54	55 plus	
1	1	4	1	2	8
2	4	4	3	2	13
3	14	10	8	5	37
4		1			1
5	1	1			2
6	2		2		4
7	3			2	5
8	1			1	2
9			2		2
10		3	2		5
11			1		1
12	4	1	2	1	8
13	1	2	1	1	5
14			1		1
15	4	16	7	3	30
16	6	12	7	5	30
17		2	1		3
18	1	1	1		3
19			2		2
20		1			1
21	2	4	1	1	8
22		2	1		3
23		1		1	2
Total	44	65	43	24	176
Percent	25	37	25	13	

25th percentile: 34.5;
50th percentile: 41.27;
75th percentile: 49.85

TABLE 39

DISTRIBUTION BY AGE AND SEX OF THE COUNSELORS IN THE MARYLAND STUDY DURING 1967-68

(Males/Females)

County	Age in years				
	Under 35	35 to 44	45 to 54	55 plus	Total
1	0 / 1	3 / 1	1 / 0	2 / 0	6 / 2
2	3 / 1	3 / 1	1 / 2	2 / 0	9 / 4
3	11 / 3	6 / 4	5 / 3	1 / 4	23 / 14
4		0 / 1			0 / 1
5	1 / 0	1 / 0			2 / 0
6	2 / 0		1 / 1		3 / 1
7	2 / 1			0 / 2	2 / 3
8	0 / 1			0 / 1	0 / 2
9			1 / 1		1 / 1
10		3 / 0	1 / 1		4 / 1
11			1 / 0		1 / 0
12	4 / 0	1 / 0	1 / 1	0 / 1	6 / 2
13	0 / 1	2 / 0	1 / 0	0 / 1	3 / 2
14			0 / 1		0 / 1
15	2 / 2	9 / 7	4 / 3	2 / 1	17 / 13
16	3 / 3	6 / 6	3 / 4	4 / 1	16 / 14
17		1 / 1	0 / 1		1 / 2
18	1 / 0	0 / 1	0 / 1		1 / 2
19			1 / 1		1 / 1
20		0 / 1			0 / 1
21	2 / 0	3 / 1	0 / 1	0 / 1	5 / 3
22		1 / 1	1 / 0		2 / 1
23		0 / 1		0 / 1	0 / 2
Total	31 / 13	39 / 26	22 / 21	11 / 13	103 / 73
Males:	25th percentile: 32.8; 50th: 39.76; 75th: 47.8				
Females:	25th percentile: 36.52; 50th: 43.54; 75th: 52.0				

TABLE 40

DISTRIBUTION BY COUNTIES OF STUDY COUNSELORS IN TERMS OF MARYLAND CERTIFICATION STATUS IN 1967-68

County	Number certified in guidance	Percent certified in guidance
1	5	62.5
2	11	84.5
3	30	81.0
4	1	100.0
5	0	0.0
6	3	75.0
7	4	80.0
8	1	50.0
9	1	50.0
10	3	60.0
11	1	100.0
12	3	37.5
13	5	100.0
14	1	100.0
15	29	96.5
16	24	80.0
17	3	100.0
18	2	66.5
19	1	50.0
20	1	100.0
21	8	100.0
22	1	33.5
23	2	100.0
Total	140	80.0
Total Males	79	76.7
Total Females	61	83.5

TABLE 41

DISTRIBUTION BY COUNTIES OF MARYLAND STUDY COUNSELORS IN TERMS OF ATTENDANCE AT A GUIDANCE INSTITUTE AND WHETHER GUIDANCE TRAINING WAS RECEIVED IN THE STATE OF MARYLAND

County	Attended a guidance institute		Trained in guidance in Maryland	
	Number	Percent	Number	Percent
1	5	62.5	3	37.5
2	4	31.0	11	85.0
3	10	27.0	26	70.0
4	0	0.0	1	100.0
5	0	0.0	0	0.0
6	1	25.0	2	50.0
7	2	40.0	0	0.0
8	1	50.0	1	50.0
9	1	50.0	2	100.0
10	2	40.0	2	40.0
11	1	100.0	1	100.0
12	2	25.0	6	75.0
13	1	20.0	5	100.0
14	0	0.0	0	0.0
15	9	30.0	15	50.0
16	5	16.5	12	40.0
17	1	33.5	2	66.5
18	0	0.0	1	33.5
19	1	50.0	1	50.0
20	1	100.0	0	0.0
21	5	62.5	3	37.5
22	1	33.5	1	33.5
23	1	50.0	1	50.0
Total	54 (21W) (33M)		96 (38W) (58M)	
Mean		30.5 (30% W) (32% M)		54.5 (32% W) (56% M)

TABLE 42

DISTRIBUTION BY COUNTIES OF MARYLAND STUDY COUNSELORS IN TERMS OF PROFESSIONAL TRAINING DURING 1967-68

County	Master's degree				Total
	In guidance	In other than guidance	In both	None	
1	3	5	0	0	8
2	3	4	2	4	13
3	19	9	0	9	37
4	0	1	0	0	1
5	1	0	0	1	2
6	3	0	0	1	4
7	3	0	0	2	5
8	2	0	0	0	2
9	0	1	0	1	2
10	1	3	0	1	5
11	0	0	0	1	1
12	3	4	0	1	8
13	2	2	0	1	5
14	0	1	0	0	1
15	10	12	3	5	30
16	15	8	2	5	30
17	2	0	0	1	3
18	1	0	0	2	3
19	1	1	0	0	2
20	0	0	0	1	1
21	5	2	0	1	8
22	1	0	0	2	3
23	0	1	0	1	2
Total	75 (38W) (37M)	54 (23W) (31M)	7 (4W) (3M)	40 (8W) (32M)	176
Percent	42.5 (53W) (36M)	30.5 (31W) (30M)	4.0 (6W) (3M)	23 (10W) (31M)	100

TABLE 43

DISTRIBUTION BY COUNTIES OF GRADUATE CREDITS IN GUIDANCE EARNED BY THE MARYLAND STUDY COUNSELORS BY 1967-68

County	Number of guidance credits earned											
	1 to 6	7 to 12	13 to 18	19 to 24	25 to 30	31 to 36	37 to 42	43 to 48	49 to 54	55 to 60	61+	Total Counselors
1		1		1	2	1	3					8
2				2	4	4			2		1	13
3	1		3	6	12	1	5	1	3	3	2	37
4				1								1
5				1	1							2
6		1		1						2		4
7					2	2	1					5
8					1	1						2
9		1			1							2
10				2	1			1		1		5
11							1					1
12		3	1	1	1	1			1			8
13				2		2	1					5
14									1			1
15		1		7	5	4	5	3		1	4	30
16		1		5	5	5	4	5		2	3	30
17			1					2				3
18					2			1				3
19			1		1							2
20							1					1
21					2	3	3					8
22				1	1		1					3
23					1	1						2
Total	1	8	6	30	42	25	25	13	7	9	10	176
% Men	0	4	1.8	10.2	15.1	5.6	7.4	2.8	3.4	4.5	3.4	58.2
% W.	.6	.6	1.7	7.0	8.6	8.6	7.0	4.5	.6	.6	2.0	42.8

	25th percentile	50th	75th
Total:	24.3	30.74	41.3
Male:	24.3	29.71	42.15
Female:	25.0	32.30	41.38

TABLE 44

FREQUENCY DISTRIBUTION OF THE NUMBER OF GRADUATE CREDITS IN GUIDANCE EARNED BY THE MARYLAND STUDY COUNSELORS BY 1967-68

Number		Number	
Credits	Counselors	Credits	Counselors
0-5	0	40	5
6	1	41	1
7	0	42	5
8	0	43	1
9	2	44	2
10	0	45	7
11	0	46	1
12	6	47	0
13	0	48	2
14	0	49	0
15	4	50	3
16	0	51	1
17	0	52	0
18	2	53	1
19	1	54	2
20	6	55	0
21	6	56	2
22	3	57	0
23	0	58	1
24	14	59	0
25	1	60	6
26	2	61	1
27	12	62	0
28	5	63	1
29	4	64	1
30	18	65	1
31	2	66 - 71	0
32	4	72	2
33	3	73	0
34	3	74	1
35	4	75 - 79	0
36	9	80	1
37	1	81 - 97	0
38	7	98	1
39	6	99	0
		100	1
		Total	176

TABLE 45

DISTRIBUTION BY COUNTIES OF MARYLAND STUDY COUNSELORS IN TERMS OF COUNSELING EXPERIENCE BY 1967-68
(Males/Females)

County								Total Coun-selors
	1 - 2	3 - 4	5 - 6	7 - 8	9 -10	11-14	15+	
1	1/2	1/0		2/0		1/0	1/0	6/2
2	1/1	1/0		2/2		3/1	2/0	9/4
3	10/3	5/2	2/2	2/0	2/2	1/0	1/5	23/14
4			0/1					0/1
5	2/0							2/0
6	2/0					1/0	0/1	3/1
7	1/1		1/0				0/2	2/3
8		0/1				0/1		0/2
9		0/1					1/0	1/1
10	2/0	2/0				0/1		4/1
11							1/0	1/0
12	2/0	2/0	1/0	0/1	0/1		1/0	6/2
13	1/0	0/1		1/0	1/0		0/1	3/2
14							0/1	0/1
15	4/3	4/2	4/2	5/3	0/2	0/1		17/13
16	6/5	7/2	0/2	0/1	2/2	1/1	0/1	16/14
17			1/0	0/1	0/1			1/2
18	1/2							1/2
19	1/0						0/1	1/1
20				0/1				0/1
21		1/1	2/0		1/0	1/1	0/1	5/3
22	1/0		0/1		1/0			2/1
23				0/1			0/1	0/2
Total	35/17	23/10	11/8	12/10	7/8	8/6	7/14	103/73
Percent	30	18.7	10.7	12.4	8.2	8.1	11.9	100

Total: 25th percentile--2.30; 50th--4.76; 75th--8.75
Males: 25th percentile--2.00; 50th--3.91; 75th--7.87
Females: 25th percentile--2.75; 50th--6.50; 75th--11.05

TABLE 46

DISTRIBUTION BY COUNTIES OF MARYLAND STUDY COUNSELORS IN TERMS OF TEACHING EXPERIENCE BY 1967-68

(Males/Females)

County	Years of teaching experience							Total Coun-selors
	None	1 - 2	3 - 4	5 - 6	7 -10	11-14	15+	
1	0/1		1/0		2/0	0/1	3/0	6/2
2		1/1	3/0	1/0	2/0	1/3	1/0	9/4
3	1/0	1/1	10/2	3/5	5/5	1/0	2/3	23/14
4						0/1		0/1
5			1/0			1/0		2/0
6	1/0	1/0			1/1			3/1
7	0/1	1/0		1/0			0/2	2/3
8				0/2				0/2
9						1/0	0/1	1/1
10			1/0	1/0	0/1	1/0	1/0	4/1
11					1/0			1/0
12				2/0	3/1	1/1		6/2
13			1/1		1/0	0/1	1/0	3/2
14				0/1				0/1
15	0/1		3/0	1/2	5/5	3/3	5/2	17/13
16	0/1	2/0	3/3	2/2	6/6	0/1	3/1	16/14
17		1/0		0/1	0/1			1/2
18		1/0			0/1	0/1		1/2
19	0/1						1/0	1/1
20						0/1		0/1
21			3/0		1/3	1/0		5/3
22			1/0	0/1			1/0	2/1
23				0/1			0/1	0/2
Total	2/5	8/2	27/6	11/13	27/24	10/13	18/10	103/73
Percent	3.5	5.4	18.7	13.5	29.9	13.1	15.9	100

Total: 25th percentile--4.10; 50th--8.10; 75th--11.63
Males: 25th percentile--3.70; 50th--7.10; 75th--10.95
Females: 25th percentile--7.30; 50th--8.23; 75th--15.22

TABLE 47

DISTRIBUTION BY COUNTIES OF MARYLAND STUDY COUNSELORS IN TERMS OF OTHER WORK EXPERIENCE BY 1967-68 (Males/Females)

County	Years of other work experience						Total Coun-selors
	None	1 - 4	5 - 8	9 -12	13-16	17-22	
1		1/1	3/0	0/1	1/0	1/0	6/2
2	1/0	3/1	1/2	1/1	2/0	1/0	9/4
3	1/2	11/8	8/2	3/2			23/14
4		0/1					0/1
5		2/0					2/0
6		1/1		1/0		1/0	3/1
7		0/3	1/0	1/0			2/3
8	0/1	0/1					0/2
9		0/1	1/0				1/1
10	0/1	1/0	2/0		1/0		4/1
11				1/0			1/0
12	1/1	3/1	1/0		1/0		6/2
13	0/1	2/1	1/0				3/2
14			0/1				0/1
15	1/2	7/5	4/6	3/0		2/0	17/13
16	2/1	2/6	6/4	3/2	0/1	3/0	16/14
17	0/1	0/1		1/0			1/2
18		1/1	0/1				1/2
19		0/1	1/0				1/1
20		0/1					0/1
21	1/0	2/1	2/2				5/3
22			2/1				2/1
23		0/2					0/2
Total	7/10	36/37	33/19	14/6	5/1	8/0	103/73
Percent	10.0	41.4	29.6	11.3	3.6	4.1	100

Total: 25th percentile--2.04; 50th--4.40; 75th--7.45
Males: 25th percentile--3.06; 50th--5.40; 75th--8.81
Females: 25th percentile--1.20; 50th--3.00; 75th--5.70

TABLE 48

DISTRIBUTION BY COUNTIES OF PUPIL LOADS CARRIED BY THE MARYLAND STUDY COUNSELORS DURING 1967-68

County	Pupil load								Total Coun- selors
	250 less	251- 350	351- 450	451- 550	551- 650	651- 750	751- 850	850+	
1			2	2		4			8
2		2	3	3	3	2			13
3	3	6	22	4	2				37
4						1			1
5				2					2
6		3	1						4
7			2	2		1			5
8			2						2
9						1	1		2
10			2				1		5
11								1	1
12			4	2	2				8
13		1	3			1			5
14			1						1
15	1	5	14	7	3				30
16	3	15	12						30
17			3						3
18		2	1						3
19			1	1					2
20			1						1
21		2		4	2				8
22			1	2					3
23		1		1					2
Total	7	37	75	32	12	10	2	1	176
Percent	4	22	43	19	6.5	4	1	.5	100

Range: 25th percentile--350.5; 50th--411.25; 75th--535.50

TABLE 49

DISTRIBUTION BY COUNTIES OF MARYLAND STUDY COUNSELORS IN TERMS OF THE GRADE ASSIGNMENTS OF COUNSELEES--1967-68

County	Grade assignments by code numbers*					Total Counselors
	One	Two	Three	Four	Five	
1	6		1	1		8
2	4	3	5	1		13
3	17	9	7	4		37
4	1					1
5	1	1				2
6	2	1	1			4
7	3	2				5
8	2					2
9	2					2
10	5					5
11	1					1
12	3	2	1	2		8
13	3		2			5
14	1					1
15	19	5	4	1	1	30
16	15	8	6		1	30
17	1	1	1			3
18	3					3
19	2					2
20			1			1
21	4	2	1	1		8
22	3					3
23	2					2
Total	100	34	30	10	2	176
Percent	57	20	17	5.5	.5	100

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TABLE 50

DISTRIBUTION BY COUNTIES OF COUNSELORS IN THE MARYLAND STUDY IN TERMS OF THEIR SELF-TYPES--1967-68

County	Self-type designation					Total Counselors
	I	II	III	IV	V	
1	6	1	1			8
2	2	9	2			13
3	9	18	5	1		33
4		1				1
5	1	1				2
6	1	2	1			4
7	1	4				5
8	2					2
9	1	1				2
10	2	2	1			5
11		1				1
12	4	1	2	1		8
13	1	2	2			5
14	1					1
15	8	14	5	1		28
16	11	11	5	1		28
17	3					3
18	3					3
19	1	1				2
20		1				1
21	3	5				8
22	2		1			3
23		1	1			2
Total	62	76	26	4	0	168
Percent	36.5	45.5	16.0	2.0	0	100

TABLE 51

DISTRIBUTION BY SIZE OF STUDENT ENROLLMENT AMONG THE ORGANIZATIONAL PATTERNS FOR GUIDANCE SERVICES AT THE COUNTY LEVEL DURING 1967-68

Pattern	Total student enrollment					Total number of counties
	1 to 4,999	5,000 to 9,999	10,000 to 49,999	50,000 to 99,999	100,000 and over	
Plan						
I.a.		1			3	4
I.b.	3	2	2			7
II.a.			5	1		6
II.b.	1	3	2			6
Approach						
Pupil Services	3	3	2		3	11
Instructional Team	1	3	7	1		12
All Patterns						
Total	4	6	9	1	3	23
Percent	16.5	24.5	42.0	4.5	12.5	100.0

TABLE 52
DISTRIBUTION OF STUDENTS AND STAFFS OF MARYLAND COUNTY SCHOOL SYSTEMS BY ORGANIZATIONAL PATTERNS FOR GUIDANCE SERVICES AT THE COUNTY LEVEL-- 1967-68

Pattern	Total Enrollment	% of Enrollment of 23 Counties	Sec. Enrollment	% of Sec. Enrollment	Sec. Instr. Staff	% Instr. Staff
			Plan			
I.a.	380,230	60.5	162,809	59.5	9,532.8	60
I.b.	55,888	8.0	24,815	9.0	1,401.8	8.5
II.a.	133,586	21.0	57,389	21.0	3,301.5	21.0
II.b.	63,643	10.5	28,694	10.5	1,575.7	10.5
			Approach			
Pupil Services	436,118	68.5	187,624	68.5	10,934.6	68.5
Instructional Team	197,229	31.5	86,083	31.5	4,877.2	31.5
			All Patterns			
Total	633,347	100.0	273,707	100.0	15,811.8	100.0

TABLE 53

DISTRIBUTION OF PUPIL SERVICES WORKERS OF MARYLAND COUNTY SCHOOL SYSTEMS BY ORGANIZATIONAL PATTERNS FOR GUIDANCE SERVICES AT THE COUNTY LEVEL DURING 1967-68

Pattern	No. Full-Time Equivalent Secondary Counselors	% of Counselors in Counties	No. of other Pupil Service Workers	% of other Pupil Service Workers
		Plan		
I.a.	431.2	65	397.5	70
I.a.	52.1	8	47.4	8
II.a.	126.9	19	79.6	14
II.b.	50.0	8	43.5	8
		Approach		
Pupil Services	483.3	73	444.9	78
Instructional Team	176.9	27	123.1	22
		All Patterns		
Total	660.2	100	567.0	100

TABLE 54

DATA ON COUNTY GUIDANCE SUPERVISION DISTRIBUTED BY ORGANIZATIONAL PATTERN FOR GUIDANCE SERVICES AT THE COUNTY LEVEL DURING 1967-68

Pattern	Mean time allotted for guidance supervisor	Mean of counselor/ guidance supervisor ratio	Ranking by date of appointment of guidance supervisor	Mean number of persons supervised by guidance supervisor	Number of counties with no guidance supervisor
Plan					
I.a.	262.5%	45.5	1,3,6,8	123.75	None
I.b.	22.1	51.6	3,4	23.0	5
II.a.	43.3	54.3	2,7,8,9,10 10	33.5	None
II.b.	11.7	81.7	5,6	69.8	4
Approach					
Pupil Services	109.5	49.4	1,3,3,6,8,4	59.7	5
Instructional Team	27.5	68.0	2,5,6,8,9,10, 10		4
All Patterns					
Total	66.74	59.0		55.5	9

TABLE 55

DISTRIBUTION OF COUNSELORS BY PUPIL LOADS INTO THE ORGANIZATIONAL PATTERNS FOR GUIDANCE SERVICES AT THE COUNTY LEVEL IN MARYLAND--1967-68

Pattern	Percentiles 25th 50th 75th	Pupil Loads							Total Counselors
		250 and less	251 to 350	351 to 450	451 to 550	551 to 650	651 to 750	751 or more	
Plan									
I.a.	320.0 375.5 426.2	7	28	49	11	5	-	-	100
I.b.	375.5 430.5 469.3	-	3	8	5	-	1	1	18
II.a.	406.8 470.5 550.5	-	5	11	11	6	3	-	36
II.b.	425.5 517.2 675.5	-	1	7	5	2	5	2	22
Approach									
Pupil Services Team	329.3 385.5 438.5	7	31	57	16	5	1	1	118
Instructional Team	413.9 486.5 575.5	-	6	18	16	7	9	2	58
All Patterns									
Total	350.5 410.8 484.7	7	37	75	32	12	10	3	176

TABLE 56

DISTRIBUTION OF COUNSELORS BY AGE INTO THE ORGANIZATIONAL PATTERNS FOR GUIDANCE SERVICES AT THE COUNTY LEVEL IN MARYLAND DURING 1967-68

Pattern	Percentiles 25th 50th 75th	Years of age				Total counselors
		34 and less	35 to 44	45 to 54	55 and over	
			Plan			
I.a.	34.5 37.3 45.0	25	39	23	13	100
I.b.	36.4 42.0 48.0	3	8	7	0	18
II.a.	32.7 40.3 51.2	11	12	6	7	36
II.b.	35.3 44.5 52.4	5	6	7	4	22
			Approach			
Pupil Services Team	34.8 41.1 48.3	28	47	30	13	118
Instructional Team	34.3 41.7 49.5	16	18	13	11	58
			All Patterns			
Total	34.5 41.3 49.9	44	65	43	24	176

TABLE 57

DISTRIBUTION OF COUNSELORS BY AGE AND SEX INTO THE ORGANIZATIONAL PATTERNS FOR GUIDANCE SERVICES AT THE COUNTY LEVEL IN MARYLAND DURING 1967-68

(Males/Females)

Pattern	Median Age	Years of age				Total of Counselors
		34 and less	35 to 44	45 to 54	55 and over	
			Plan			
I.a.	39.9/42.0	17/8	21/18	12/11	7/6	57/43
I.b.	39.5/46.2	3/0	5/3	3/4	0/0	11/7
II.a.	38.4/46.2	7/4	9/3	3/3	2/5	21/15
II.b.	42.0/47.9	4/1	4/2	4/3	2/2	14/8
			Approach			
Pupil Services Team	39.9/42.6	20/8	26/21	15/15	7/6	68/50
Instructional Team	39.0/47.0	11/5	13/5	7/6	4/7	35/23
			All Patterns			
Total	39.7/43.5	31/13	39/26	22/21	11/13	103/73

TABLE 58

DISTRIBUTION OF COUNSELORS BY CERTIFICATION STATUS INTO THE ORGANIZATIONAL PATTERNS FOR GUIDANCE SERVICES AT THE COUNTY LEVEL IN MARYLAND DURING 1967-68

Pattern	Certification Status		Total Counselors
	Certified in Guidance	Not Certified in Guidance	
Plan			
I.a.	85	15	100
I.b.	12	6	18
II.a.	30	6	36
II.b.	13	9	22
Approach			
Pupil Services Team	97	21	118
Instructional Team	43	15	58
All Patterns			
Total	140	36	176

TABLE 59

DISTRIBUTION OF COUNSELORS BY PROFESSIONAL TRAINING INTO THE ORGANIZATIONAL PATTERNS FOR GUIDANCE SERVICES AT THE COUNTY LEVEL IN MARYLAND DURING 1967-68

Pattern	Type of professional training				Total Counselors
	Master's degree in guidance	Other master's degree	Both master's degrees	No master's degree	
Plan					
I.a.	45	29	5	21	100
I.b.	8	5	0	5	18
II.a.	16	8	2	10	36
II.b.	6	12	0	4	22
Approach					
Pupil Services Team	53	34	5	26	118
Instructional Team	22	20	2	14	58
All Patterns					
Total	75	54	7	40	176

TABLE 60

DISTRIBUTION OF COUNSELORS BY ATTENDANCE AT GUIDANCE INSTITUTES AND BY TRAINING WITHIN THE STATE OF MARYLAND INTO THE ORGANIZATIONAL PATTERNS FOR GUIDANCE SERVICES AT THE COUNTY LEVEL IN MARYLAND DURING 1967-68

Pattern	Attended guidance institute		Received majority of guidance training in Maryland		Total Counselors
	Yes	No	Yes	No	
			Plan		
I.a.	24	76	54	46	100
I.b.	6	12	8	10	18
II.a.	14	22	21	15	36
II.b.	10	12	13	9	22
			Approach		
Pupil Services Team	30	88	62	56	118
Instructional Team	24	34	34	24	58
			All Patterns		
Total	54	122	96	80	176

TABLE 61

DISTRIBUTION OF COUNSELORS BY THE NUMBER OF GUIDANCE CREDITS EARNED INTO THE ORGANIZATIONAL PATTERNS FOR GUIDANCE SERVICES AT THE COUNTY LEVEL IN MARYLAND DURING 1967-68

Pattern	Percentiles 25th 50th 75th	Number of guidance credits								Total Counselors
		1 to 12	13 to 18	19 to 24	25 to 30	31 to 36	37 to 42	43 to 54	55 or more	
					Plan					
I.a.	24.8 31.5 44.3	3	3	18	24	10	14	13	6	100
I.b.	20.3 26.5 45.5	1	2	5	3	0	1	3	3	18
II.a.	26.9 32.0 36.5	0	0	5	10	12	6	2	1	36
II.b.	15.5 28.1 44.0	5	1	2	5	3	4	2	0	22
					Approach					
Pupil Services Team	23.6 30.5 44.0	4	5	23	27	10	15	16	18	118
Instructional Team	25.1 30.9 36.8	5	1	7	15	15	10	4	1	58
					All Patterns					
Total	24.3 30.7 41.3	9	6	30	42	25	25	20	19	176

TABLE 62

DISTRIBUTION OF COUNSELORS BY YEARS OF COUNSELING EXPERIENCE INTO THE ORGANIZATIONAL PATTERNS FOR GUIDANCE SERVICES AT THE COUNTY LEVEL IN MARYLAND DURING 1967-68

Pattern	Percentiles 25th 50th 75th	Years of counseling experience						Total Counselors
		1-2	3-4	5-6	7-8	9-12	13+	
Plan								
I.a.	2.1 4.0 7.8	31	25	12	11	14	7	100
I.b.	1.8 4.5 9.5	7	2	2	2	2	3	18
II.a.	3.7 6.3 9.7	6	5	8	5	6	6	36
II.b.	2.3 7.0 8.3	5	4	1	4	2	6	22
Approach								
Pupil Services Team	2.0 4.1 7.3	38	27	14	13	16	10	118
Instructional Team	3.3 6.5 9.8	11	9	9	9	8	12	58
All Patterns								
Total	2.3 7.0 8.3	49	36	23	22	24	22	176

TABLE 63

DISTRIBUTION OF COUNSELORS BY YEARS OF TEACHING EXPERIENCE INTO THE ORGANIZATIONAL PATTERNS FOR GUIDANCE SERVICES AT THE COUNTY LEVEL IN MARYLAND DURING 1967-68

	Percentiles 25th 50th 75th	Years of teaching experience							Total Counselors
		0	1-2	3-4	5-6	7-8	9-12	13+	
Plan									
I.a.	4.1 7.9 11.2	4	7	18	12	13	25	21	100
I.b.	3.0 9.0 11.3	2	2	2	2	0	8	2	18
II.a.	3.5 6.5 11.8	1	4	8	5	3	7	8	36
II.b.	6.3 9.7 13.0	1	0	1	4	2	8	6	22
Approach									
Pupil Services Team	3.9 6.5 11.2	6	9	20	14	13	33	23	118
Instructional Team	4.4 8.5 12.3	2	4	9	9	5	15	14	58
All Patterns									
Total	4.1 8.1 11.6	8	13	29	23	18	48	37	176

TABLE 64

DISTRIBUTION OF COUNSELORS BY YEARS OF OTHER WORK EXPERIENCE INTO ORGANIZATIONAL PATTERNS FOR GUIDANCE SERVICES AT THE COUNTY LEVEL IN MARYLAND DURING 1967-68

Pattern	Percentiles 25th 50th 75th	Years of other work experience						Total Coun-selors
		0	1-4	5-8	9-12	13-16	17-22	
				Plan				
I.a.	2.0 4.5 7.2	9	41	31	13	1	5	100
I.b.	1.6 3.6 7.8	2	9	3	2	1	1	18
II.a.	2.2 4.5 7.5	4	14	12	3	2	1	36
II.b.	2.1 4.5 8.2	2	9	6	2	2	1	22
				Approach				
Pupil Services Team	2.0 4.3 7.8	11	50	34	15	2	6	118
Instructional Team	2.0 4.5 7.7	6	23	18	5	4	2	58
				All Patterns				
Total	2.0 4.4 7.5	17	73	52	20	6	8	176

TABLE 65

DISTRIBUTION OF COUNSELORS BY SCHOOL ORGANIZATIONAL PATTERN INTO COUNTY ORGANIZATIONAL PATTERNS FOR GUIDANCE SERVICES IN MARYLAND DURING 1967-68

County Pattern	School organizational pattern*					Total Counselors
	One	Two	Three	Four	Five	
Plan						
I.a.	0	79	9	1	11	100
I.b.	8	6	3	0	1	18
II.a.	5	21	5	3	2	36
II.b.	7	3	2	0	10	22
Approach						
Pupil Services Team	8	85	12	1	12	118
Instructional Team	12	24	7	3	12	58
All Patterns						
Total	20	109	19	4	24	176

*Key to school organizational patterns:
One: one counselor per school
Two: several counselors, each assigned one or more classes with whom the counselor remains throughout the student's school experience
Three: several counselors, each assigned the same grade year after year
Four: several counselors, each assigned by guidance function (vocational; college-bound)
Five: other patterns or some combination of above patterns

TABLE 66

DISTRIBUTION OF COUNSELORS BY THE AMOUNT OF CLERICAL ASSISTANCE PER GUIDANCE DEPARTMENT INTO ORGANIZATIONAL PATTERNS FOR GUIDANCE SERVICES AT THE COUNTY LEVEL IN MARYLAND DURING 1967-68

Pattern	Percentiles 25th 50th 75th	Number of clerks per department						Total Counselors
		0	.10 to .25	.26 to .50	.51 to .75	.76 to 1.00	1.10 or more	
				Plan				
I.a.	.91 1.09 1.20	0	0	3	0	37	60	100
I.b.	.16 .50 1.06	7	2	3	1	4	1	18
II.a.	.51 .87 1.03	5	1	1	4	15	10	36
II.b.	.38 .40 .90	3	0	5	0	14	0	22
				Approach				
Pupil Services Team	.83 1.13 1.18	7	2	6	1	41	61	118
Instructional Team	.48 .84 .97	8	1	6	4	29	10	58
				All Patterns				
Total	1.02 1.18 1.35	15	3	12	5	70	71	176

TABLE 67

DISTRIBUTION OF GUIDANCE CLERKS BY ORGANIZATIONAL PATTERNS FOR GUIDANCE SERVICES AT THE COUNTY LEVEL IN MARYLAND DURING 1967-68

Pattern	Total number of guidance clerks employed in counties	Ratio of guidance counselors to guidance clerks in counties
	Plan	
I.a.	121.50	3.55 /1
I.b.	16.56	3.15 /1
II.a.	34.70	3.66 /1
II.b.	16.25	3.08 /1
	Approach	
Pupil Services Team	138.60	3.21 /1
Instructional Team	50.95	3.47 /1
	All Patterns	
Total	189.01	3.49 /1

TABLE 68

DISTRIBUTION OF COUNSELORS BY EMPLOYMENT DURING SUMMER MONTHS INTO ORGANIZATIONAL PATTERNS FOR GUIDANCE SERVICES AT THE COUNTY LEVEL IN MARYLAND DURING 1967-68

Pattern	Total number of secondary school counselors employed during summer months	Percent of secondary school counselors employed during summer months
	Plan	
I.a.	315.0	73.05
I.b.	26.3	50.48
II.a.	90.9	71.63
II.b.	12.0	24.00
	Approach	
Pupil Services Team	341.3	70.62
Instructional Team	102.9	58.14
	All Patterns	
Total	444.2	66.98

TABLE 69

DISTRIBUTION OF GUIDANCE EXPENDITURES BY ORGANIZATIONAL PATTERNS FOR GUIDANCE SERVICES AT THE COUNTY LEVEL IN MARYLAND DURING 1967-68

Pattern	Total Guidance Expenditure	Amount from Local Support	Percent from Local Support	Average Per Pupil Guidance Expenditure	
				Total	Local Support
			Plan		
I.a.	$4,921,631	$3,765,635	76.51	$34.48	$24.62
I.b.	546,707	303,708	55.55	21.22	10.85
II.a.	1,488,832	955,603	64.12	26.76	17.61
II.b.	540,917	352,245	65.12	19.97	9.80
			Approach		
Pupil Services Team	$5,468,338	$4,069,343	74.42	$26.04	$15.86
Instructional Team	2,029,749	1,307,848	65.00	20.92	13.60
			All Patterns		
Total	$7,498,087	$5,377,191	70.38	$24.65	$15.37

TABLE 70

MEANS OF THE PERCENTAGES OF TIME DEVOTED TO EACH ASCA CATEGORY OF FUNCTION BY TWENTY-THREE COUNTIES OF MARYLAND--1967-68

ASCA CATEGORY OF FUNCTION

COUNTY	GUIDANCE PROGRAM PLANNING	COUNSELING	PUPIL APPRAISAL	EDUCATIONAL OCCUPATIONAL PLANNING	REFERRAL	PLACEMENT	PARENT HELP	STAFF CONSULTATION	LOCAL RESEARCH	PUBLIC RELATIONS	PROFESSIONAL SELF-DEVELOPMENT	CLERICAL DUTIES	OTHER SCHOOL RESPONSIBILITIES
1	13.93	14.54	3.13	9.70	4.27	8.92	3.03	8.69	3.89	.63	3.65	10.70	14.94
2	10.63	22.84	3.56	10.25	4.15	11.31	3.36	5.39	.87	2.30	10.11	11.30	5.41
3	12.11	26.75	2.95	8.69	3.96	9.55	4.83	9.15	1.74	1.09	6.28	10.08	3.66
4	16.57	19.65	0.00	18.67	2.00	1.97	6.00	5.75	.37	.48	7.87	14.82	5.84
5	8.04	27.04	4.60	3.79	.30	9.36	2.53	4.25	.00	.87	6.04	18.06	17.57
6	10.41	15.78	4.46	7.78	4.01	12.20	5.88	11.11	.32	.77	6.39	12.61	7.29
7	7.74	25.68	6.16	6.71	3.99	5.03	4.75	6.35	1.76	.97	10.21	18.70	3.36
8	9.34	16.28	7.18	9.69	1.58	17.17	3.02	6.83	1.56	.31	2.45	19.40	4.61
9	14.70	19.92	6.96	9.09	2.39	12.75	3.77	7.18	.21	.94	6.13	12.44	3.45
10	14.57	17.19	1.37	14.33	.52	6.09	4.89	5.15	.73	.89	7.64	10.51	16.10
11	5.30	13.66	1.64	11.32	5.85	24.87	6.49	9.82	3.26	5.53	1.19	8.13	2.91
12	7.83	26.08	5.02	7.53	3.63	6.37	4.05	6.43	.09	.19	9.90	10.98	11.66
13	11.87	31.66	4.42	3.56	5.84	7.18	4.32	6.18	3.48	.28	1.71	15.79	3.67
14	9.03	29.88	7.12	12.75	5.56	1.54	4.66	5.91	0.00	1.57	1.12	19.94	.90
15	13.95	16.04	7.86	6.85	4.85	8.77	5.88	9.72	.50	1.25	10.02	10.25	3.75

TABLE 70 (Continued)

MEANS OF THE PERCENTAGES OF TIME DEVOTED TO EACH ASCA CATEGORY OF FUNCTION BY TWENTY-THREE COUNTIES OF MARYLAND -- 1967-68

ASCA CATEGORY OF FUNCTION

COUNTY	GUIDANCE PROGRAM PLANNING	COUNSELING	PUPIL APPRAISAL	EDUCATIONAL OCCUPATIONAL PLANNING	REFERRAL	PLACEMENT	PARENT HELP	STAFF CONSULTATION	LOCAL RESEARCH	PUBLIC RELATIONS	PROFESSIONAL SELF-DEVELOPMENT	CLERICAL DUTIES	OTHER SCHOOL RESPONSIBILITIES
16	16.04	17.02	4.26	10.08	3.71	8.94	5.49	6.45	.56	1.15	7.72	14.60	4.59
17	7.13	9.70	11.23	6.97	7.39	9.99	2.41	5.14	1.35	2.04	19.16	12.74	4.73
18	6.95	19.72	2.33	6.64	4.59	11.00	1.55	8.67	3.74	1.73	19.09	8.24	5.68
19	16.12	13.54	1.56	19.75	1.00	10.92	5.72	1.11	0.00	.38	.43	16.09	13.34
20	15.03	27.97	2.17	4.55	.41	5.51	4.04	4.04	0.00	1.97	.00	27.77	7.53
21	10.12	16.67	7.88	11.14	4.88	5.03	4.72	6.69	1.83	1.32	7.25	13.86	9.04
22	5.85	15.85	6.30	13.42	4.75	5.79	2.89	8.35	2.01	.45	4.12	18,15	11.70
23	6.67	3.59	6.70	44.46	6.41	2.66	.63	3.00	1.09	.70	21.11	6.74	5.52
STATE	12.30	20.30	4.70	9.40	3.90	8.90	4.60	7.50	1.20	1.10	7.80	12.30	6.00
MEDIAN	12.10	24.68	2.61	7.80	3.65	5.30	3.10	6.24	1.30	1.40	6.04	11.20	4.50

TABLE 71

MEANS BY COUNTIES OF THE PERCENTAGES OF TIME DEVOTED BY PARTICIPATING COUNSELORS TO THE WRENN CATEGORIES OF FUNCTION AND MEANS OF THE COUNSELOR TYPE SCORES DERIVED IN MARYLAND DURING 1967-68

County	Percentage of time devoted to				Counselor Type Score
	Counseling	Consulting	Coordinating	Other	
1	29.80	10.27	27.16	32.17	149
2	34.91	19.48	20.51	26.00	166
3	36.87	18.00	24.67	20.30	183
4	31.90	15.80	22.80	29.40	134
5	33.85	8.65	14.05	43.20	143
6	28.72	19.67	22.82	28.52	182
7	33.76	11.68	22.80	32.48	148
8	33.45	15.15	24.75	26.40	148
9	30.55	14.45	32.95	21.85	138
10	30.82	15.96	19.62	33.40	152
11	24.90	18.40	43.80	12.70	138
12	34.63	9.68	21.89	33.23	137
13	38.36	15.42	23.82	21.76	176
14	37.40	14.50	22.40	25.60	141
15	25.63	20.15	29.36	24.65	166
16	29.33	18.17	26.24	26.05	165
17	23.53	12.73	25.27	37.30	120
18	28.17	16.30	22.23	33.13	160
19	38.65	12.55	18.60	30.01	154
20	34.40	10.90	21.00	34.10	131
21	26.78	17.74	25.34	29.28	155
22	33.33	16.03	16.57	33.80	173
23	40.00	9.55	15.85	34.40	146
State	31.74	16.84	24.79	26.32	165

TABLE 72

DISTRIBUTION OF COUNSELOR TYPES BY MARYLAND COUNTIES 1967-68

County	Counselor type					Total counselors
	One	Two	Three	Four	Five	
1	0	6	2	0	0	8
2	1	8	4	0	0	13
3	0	26	10	1	0	37
4	0	1	0	0	0	1
5	0	2	0	0	0	2
6	0	3	1	0	0	4
7	1	4	0	0	0	5
8	0	2	0	0	0	2
9	1	1	0	0	0	2
10	0	3	2	0	0	5
11	0	1	0	0	0	1
12	2	5	1	0	0	8
13	0	4	1	0	0	5
14	0	1	0	0	0	1
15	1	18	8	0	0	27
16	3	19	7	0	0	29
17	1	2	0	0	0	3
18	1	1	1	0	0	3
19	0	2	0	0	0	2
20	0	1	0	0	0	1
21	1	7	0	0	0	8
22	0	2	1	0	0	3
23	0	2	0	0	0	2
Total	12	121	38	1	0	172

TABLE 73

DISTRIBUTION OF THE NUMBER OF ACTIVITIES LOGS SUBMITTED BY THE COUNSELORS PARTICIPATING IN THE MARYLAND STUDY DURING 1967-68

Number of logs	Counselor types				Total
	One	Two	Three	Four	
401-425		1			1
376-400	1				1
351-375		1			1
326-350					0
301-325					0
276-300		1			1
251-275		4			4
226-250		4	1		5
201-225	1	6	2		9
176-200	2	18	3	1	24
151-175		21	8		29
126-150	2	20	6		28
101-125	2	17	8		27
76-100	4	18	9		31
51-75		8	1		9
26-50		2			2
1-25					0
Total	12	121	38	1	172
Mean	150.7	151.6	132.7	186.0	147.6
Standard Deviation	79.36	60.35	43.66	0.00	57.35
25th percentile	93.5	103.3	99.5		100.8
Median	125.5	127.5	128.0		140.8
75th Percentile	162.5	182.1	163.7		173.4

TABLE 74

DISTRIBUTION OF THE NUMBER OF MINUTES DEVOTED TO COUNSELING BY THE VARIOUS COUNSELOR TYPES--1967-68--MARYLAND

Number of minutes	Counselor type				Total
	One	Two	Three	Four	
2901-3000		1			1
2801-2900		1			1
2501-2800					0
2401-2500		2			2
2301-2400				1	1
2201-2300			1		1
2101-2200		1			1
2001-2100		5			5
1901-2000		3			3
1801-1900		7	1		8
1701-1800		3	2		5
1601-1700		5	3		8
1501-1600		9	5		14
1401-1500		13	4		17
1301-1400		12	3		15
1201-1300	3	9	1		13
1101-1200		7	3		10
1001-1100	2	8	3		13
901-1000		11	3		14
801-900	1	1	4		6
701-800	4	12	1		17
601-700		4	4		8
501-600	1	4			5
401-500		1			1
301-400	1	1			2
201-300					0
101-200		1			1
Total	12	121	38	1	172
Mean	884.6	1294.0	1243.5	2345	1260.5
Median	800.5	1313.0	1250.5		1265.9

TABLE 75

DISTRIBUTION OF THE NUMBER OF MINUTES DEVOTED TO CONSULTING BY THE VARIOUS COUNSELOR TYPES--1967-68--MARYLAND

Number of minutes	Counselor type				Total
	One	Two	Three	Four	
1701-1800			1		1
1601-1700		1			1
1501-1600		1			1
1401-1500			2		2
1301-1400		1	1		2
1201-1300		2	4		6
1101-1200			5	1	6
1001-1100		7	5		12
901-1000		4	1		5
801-900		14	5		19
701-800		16	2		18
601-700	1	21	4		26
501-600	1	15	2		18
401-500	1	15	2		18
301-400	4	11	1		16
201-300	3	9	3		15
101-200	2	4			6
1-100					0
Total	12	121	38	1	172
Mean	422.09	652.73	936.62	1120	701.27
Median	325.5	636.6	890.5		652.4

TABLE 76

DISTRIBUTION OF THE NUMBER OF MINUTES DEVOTED TO COORDINATING BY THE VARIOUS COUNSELOR TYPES--1967-68--MARYLAND

Number of minutes	Counselor type				Total
	One	Two	Three	Four	
2601-2700			1		1
2501-2600		1			1
2401-2500		2	1		3
2101-2400					0
2001-2100		1			1
1901-2000		1			1
1801-1900		1			1
1701-1800		2			2
1601-1700	1	4	1		6
1501-1600		1	1		2
1401-1500	1	8	1		10
1301-1400		7	2		9
1201-1300	1	9	2		12
1101-1200	2	5	2		9
1001-1100	2	15	1		18
901-1000	3	15	4		22
801-900	2	13	5		20
701-800		12	4		16
601-700		4	2		6
501-600		10	3		13
401-500		6	2	1	9
301-400		2	2		4
201-300			4		4
101-200		1			1
1-100		1			1
Total	12	121	38	1	172
Mean	1684.3	1041.5	911.6	485.0	1055.3
Median	1050.5	977.5	830.5		955.5

TABLE 77

DISTRIBUTION OF THE NUMBER OF MINUTES DEVITED TO OTHER FUNCTIONS BY THE VARIOUS COUNSELOR TYPES--1967-68--MARYLAND

Number of minutes	Counselor type				Total
	One	Two	Three	Four	
2201-plus		5			5
2101-2200		1			1
2001-2100		1			1
1901-2000	1	4			5
1801-1900		2			2
1701-1800		2	1		3
1601-1700	4	8	1		13
1501-1600	1	5			6
1401-1500		6			6
1301-1400	1	8			9
1201-1300		9	1		10
1101-1200	3	7	1		11
1001-1100		9	1		10
901-1000		11	2		13
801-900	1	11	6		18
701-800	1	14	5		20
601-700		6	2		8
501-600		6	3		9
401-500		3	5		8
301-400		1	4		5
201-300		2	3	1	5
101-200			3		3
Total	12	121	38	1	172
Mean	1380.0	1186.0	682.0	195.0	1084.0
Median	1450.5	1072.3	625.5		1119.5

TABLE 78

DISTRIBUTION OF COUNSELORS BY COUNSELOR TYPES WITHIN SINGLE COUNSELOR SCHOOLS OF MARYLAND DURING 1967-68

School number	Counselor Type				
	One	Two	Three	Four	Five
1		1			
2			1		
3			1		
4		1			
5		1			
6		1			
7		1			
8	1				
9			1		
10		1			
11		1			
12		1			
13		1			
14		1			
15		1			
16		1			
17		1			
18	1				
19		1			
20		1			
Total	2	15	3	0	0

TABLE 79

DISTRIBUTION OF COUNSELORS BY COUNSELOR TYPES WITHIN MULTIPLE COUNSELOR SCHOOLS OF MARYLAND DURING 1967-68

School number	Counselor type				
	One	Two	Three	Four	Five
Two-counselor schools					
1		1	1		
2		2			
3	1	1			
4		2			
5		1	1		
6		2			
7		2			
8		2			
9		1	1		
10		2			
Total	1	16	3	0	0
Three-counselor schools					
1		2	1		
2		3			
3	1		2		
4		3			
5		3			
6	1	2			
7	1	1	1		
8		2	1		
9		3			
10	1	2			
11	1	1	1		
Total	5	22	6	0	0

TABLE 79--Continued

School number	Counselor type				
	One	Two	Three	Four	Five
Four-counselor schools					
1		3	1		
2		4			
3			4		
4		2	2		
5		3		1	
6		3	1		
7		3	1		
8		3	1		
9	1	2			
10		2	2		
11		4			
12		4			
Total	1	33	12	1	0
Five-counselor schools					
1		4	1		
2		5			
3		2	3		
4		3	1		
5		3	1		
Total		17	6	0	0
Six-counselor schools					
1	1	3	2		
2		3	1		
3	1	4	1		
4		5	1		
Total	2	15	5	0	0
Eight-counselor school					
1	1	3	3	0	0

TABLE 80

COMPARISON BY COUNTIES OF COUNSELOR TYPES DERIVED BY LOG AND BY SELF-ASSESSMENT IN THE MARYLAND STUDY OF 1967-68

County	Evaluation comparison			
	Same type from both methods	Under-estimated on self-assessment	Over-estimated on self-assessment	No self-assessment
1	1	6		1
2	6	4	2	1
3	11	15	5	6
4	1			
5	1	1		
6	1	2	1	
7	3	3	1	
8				
9	2	2		
10	1	1	1	
11	1	1		
12	3	11	3	
13	3	11	1	
14		2		
15	11	2	6	2
16	10	1	5	3
17	1			
18	1	3		
19	1	2		
20	1			
21	4		1	
22			1	
23	1		1	
Total	64 (36%)	70 (40%)	28 (16%)	12 (7%)
Women	29 (40%)	26 (35%)	12 (16%)	5 (7%)
Men	35 (34%)	44 (43%)	16 (15%)	7 (7%)

TABLE 81

FREQUENCY DISTRIBUTION OF COUNSELORS BY PUPIL LOADS WITHIN THE SPECIFIED COUNSELOR TYPES--MARYLAND STUDY--1967-68

Pupil load	One	Two	Three	Four	Five	Total Counselors
926-950		1				1
851-925						0
826-850			1			1
801-825						0
776-800	1					1
751-775						0
726-750		1	2			3
701-725		1	1			2
676-700		3	1			4
651-675		1				1
601-625						0
576-600	1	2				3
551-575	1	6		1		8
526-550		5	2			7
501-525		5				5
476-500	1	9				10
451-475	1	8	3			12
426-450	2	16	4			22
401-425		9	6			15
376-400	2	11	7			20
351-375		11	6			17
326-350	1	16	1			18
301-325	1	6	1			8
276-300		4	3			7
251-275		3				3
226-250		1				1
201-225		1				1
176-200	1	2				3
Total	12	121	38	1	0	172
Mean	453.9	430.2	435.1	575	-	433.8
Median	438.0	418.6	404.7	-	-	413.8

EXHIBITS

EXHIBIT A

Professional Preparation Experience, and Assignment

Counselor's Code No.________________ Age Bracket (Encircle)
25-34 35-44 45-54 55+

Training

1. Do you now hold a guidance certificate in Maryland? ________
2. Do you have a master's degree in guidance and counseling? ________
3. Do you have a master's degree in another field? ________
4. Have you ever participated in a guidance institute? ________
5. How many graduate hours have you had in guidance and counseling and related subjects such as psychology, sociology, and anthropology? ________
6. Did you receive the majority of your guidance training within the State of Maryland? ________

Experience

1. Counting this year, how many years have you served as a public school counselor? ________
2. How many years did you teach before becoming a counselor? ________
3. How many years of employment outside the school system have you had? (Include summer work and estimate years.) ________

Assignment

1. For how many pupils are you responsible this year? ________
2. Check the type of organizational pattern under which the guidance department functions in your school.
    - a. One counselor a.________
    - b. Several counselors in the school, each being assigned one or more classes of students and remaining with them throughout the student's school experience b.________
    - c. Several counselors in the school, each being assigned the same grade year after year c.________
    - d. Several counselors, each being assigned a group of students by counselor function--vocational, college-bound, etc. d.________
    - e. Other, describe briefly e.________

____

____

EXHIBIT A (Continued)

- 2 -

1. Counselor Code No.__________

2. Grade(s), if any, for which you are responsible______________________

3. Special assignments (such as Department Chairman, officer in professional organization, etc.)______________________________________
____

4. Amount of paid clerical help assigned to your guidance department (Encircle one): more than one full-time person; one person full-time; 3/4 time; 1/2 time; 1/4 time; none

5. How many weeks beyond the school year do you work for pay?__________

6. Indicate percentage of your working month spent on activities which consumed a large amount of time, such as orientation, test administration, scheduling.

Activity	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	June	July	Aug.

EXHIBIT B

INFORMATION ON ORGANIZATION AND SUPPORT FACTORS FOR STUDY ON "SELECTED ADMINISTRATIVE FACTORS AND GUIDANCE FUNCTIONS"

COUNTY____________________NAME____________________________

TITLE____________________YEAR OF APPOINTMENT TO YOUR POSITION______

1. When was the first Guidance Supervisor appointed in your county?______
2. Who was this person?____________________________
3. Title of the person to whom you report directly?________________
4. Title of person to whom he reports?____________________
5. How many persons, if any, report directly to you?________________
6. Their title(s)________________________________

THE FOLLOWING DATA APPLIES TO THE SCHOOL YEAR 1967-68:

7. Approximately what percentage of your time was devoted to the supervision of guidance?____________________________
8. How many secondary school counselors did you supervise?____________
9. How many elementary school counselors did you supervise?____________
10. How many other persons, if any, did you supervise?________________
11. Who were they?________________________________
12. On what basis are your counselors paid? (Teachers scale, multiple, extra weeks of work, etc.)____________________________
13. How many of your secondary counselors will work this summer?__________
14. For how many weeks?____________Paid from what funds?____________
15. How are they chosen for summer employment?____________________
16. How many worked last summer?____________How many weeks?____________
17. How many elementary counselors will work this summer?____________
18. For how many weeks?____________Paid from what funds?____________
19. How are they chosen?________________________________
20. How many worked last summer?____________How many weeks?____________
21. How many supervisors were employed in your county in 1967-68 for: PUPIL PERSONNEL_____PSYCHOLOGISTS_____NURSES_____SPEECH THERAPISTS____
22. How many of each of the following were employed? P.P.W.'s____________ School Psychologists_____School Nurses_____Speech Therapists__________

EXHIBIT C

SCHOOL COUNSELOR ACTIVITIES LOG SHEET

Maryland Public Schools

1. Use black pencil only-#2 lead preferable.
2. Make marks heavy and within the boxes.
3. Make all erasures complete.

Counselor Code No.

Date

/ /

mo. day yr.

Minutes Spent
(mark one)
- ☐ 5
- ☐ 15
- ☐ 30
- ☐ 45
- ☐ 60
- ☐ 75
- ☐ 90
- ☐ 105
- ☐ 120
- ☐ 150
- ☐ 180

Location of Activity
(mark one)
- ☐ GUIDANCE OFFICE
- ☐ CLASSROOM
- ☐ TEACHER'S ROOM
- ☐ PRINCIPAL'S OFFICE
- ☐ ELSEWHERE IN SCHOOL
- ☐ PUPIL'S HOME
- ☐ COUNSELOR'S HOME
- ☐ OTHER

Activity Performed
(mark only one number and as many letters for that number as apply)

☐ 1 PREPARATION/PLANNING	☐ a	☐ b	☐ c	☐ d	☐ e	☐ f	☐ g	☐ h	☐ i				
☐ 2 CONFERRING	☐ a	☐ b	☐ c	☐ d	☐ e	☐ f	☐ g	☐ h	☐ i	☐ j	☐ k	☐ l	☐ m
☐ 3 ADMINISTERING	☐ a	☐ b	☐ c	☐ d	☐ e	☐ f	☐ g	☐ h	☐ i	☐ j	☐ k	☐ l	☐ m
☐ 4 CLERICAL	☐ a	☐ b	☐ c	☐ d	☐ e	☐ f	☐ g	☐ h	☐ i				
☐ 5 EVALUATING	☐ a	☐ b	☐ c	☐ d	☐ e	☐ f							
☐ 6 SELF PROF. DEVELOP.	☐ a	☐ b	☐ c	☐ d									
☐ 7 OTHER	☐ a	☐ b	☐ c	☐ d	☐ e	☐ f							

Type of Communication
(mark one)
- ☐ FACE TO FACE
- ☐ TELEPHONE
- ☐ WRITTEN
- ☐ NONE

Sex of Pupil(s)
- ☐ BOY(S)
- ☐ GIRL(S)
- ☐ BOTH

No. of Pupils Present
(mark one)
- ☐ 0
- ☐ 1
- ☐ 2-4
- ☐ 5-8
- ☐ 9-20
- ☐ 21-50
- ☐ 51-100
- ☐ 100+
- ☐ STUDENT BODY

Activity Performed With
(mark all that apply)

☐ STUDENT(S)	☐ INSTRUCTIONAL SUPERVISOR
☐ PARENT(S)	☐ COUNSELOR(S)-SAME SCHOOL
☐ P.T.A.	☐ GUIDANCE SUPERVISOR(S)
☐ SCHOOL PSYCHOLOGIST	☐ COUNSELOR TRAINEE
☐ PUPIL PERSONNEL WORKER	☐ COUNSELOR(S)-OTHER SCHOOLS
☐ NURSE	☐ PROFESSIONAL ORGANIZATION
☐ SPEECH/READING SPECIALIST	☐ EMPLOYMENT COUNSELOR
☐ REHABILITATION COUNSELORS	☐ COLLEGE REPRESENTATIVE
☐ HOME TEACHER	☐ BUSINESS/IND. REPRESENTATIVE
☐ COURT REPRESENTATIVE	☐ SCHOOL CLERK(S)
☐ NONSCHOOL PROF. PERSON	☐ PERSONNEL - OTHER SCHOOLS
☐ AGENCY PERSONNEL	☐ COMMUNITY ORGANIZATION
☐ TEACHER(S)	☐ RADIO-TV AUDIENCE
☐ ADMINISTRATOR(S)	☐ ALONE
☐ LIBRARIAN(S)	☐ OTHER

Primary Emphasis of Activity
(mark one)
- ☐ SELF-UNDERSTANDING
- ☐ SOCIAL-EMOTIONAL ADJUSTMENT
- ☐ PROBLEM-SOLVING
- ☐ HEALTH-PHYSICAL DEVELOPMENT
- ☐ ENVIRONMENTAL INFLUENCES
- ☐ DECISION-MAKING
- ☐ ACADEMIC PROGRESS
- ☐ AVOCATIONAL DEVELOPMENT
- ☐ VOCATIONAL DEVELOPMENT
- ☐ VOCATIONAL PLANNING
- ☐ EDUCATIONAL PLANNING
- ☐ FINANCES
- ☐ MILITARY
- ☐ TRANSFER AND/OR ORIENTATION
- ☐ IN-SCHOOL PLACEMENT----GROUPING
- ☐ JOB PLACEMENT
- ☐ POST-HIGH SCHOOL EDUCATIONAL PLACEMENT
- ☐ PUPIL ANALYSIS----APPRAISAL
- ☐ CUMULATIVE RECORDS
- ☐ CONFIDENTIAL RECORDS
- ☐ TOTAL ADJUSTMENT OF PUPIL(S)
- ☐ REFERRAL(S)
- ☐ GUIDANCE PROGRAM
- ☐ SCHOOL PROGRAM----POLICIES AND PROCEDURES
- ☐ CURRICULUM DEVELOPMENT
- ☐ GRADING----REPORTING
- ☐ LOCAL RESEARCH
- ☐ PUBLIC RELATIONS

Grade Level(s) of Pupils
(Mark all that apply)

☐ E.C.	☐ 7
☐ KGN.	☐ 8
☐ 1	☐ 9
☐ 2	☐ 10
☐ 3	☐ 11
☐ 4	☐ 12
☐ 5	☐ P.G.
☐ 6	☐ D.O.

Studies
(mark all that apply)
- ☐ GRADUATES
- ☐ DROPOUTS
- ☐ TEST DATA
- ☐ PUPIL CHARACTERISTICS
- ☐ COMMUNITY TRENDS
- ☐ SCHOOL PROGRAM
- ☐ RECORD USE
- ☐ OTHER

Test or Inventories
(mark all that apply)
- ☐ GROUP ACHIEVEMENT
- ☐ GROUP INTELLIGENCE
- ☐ PROGNOSTIC
- ☐ GENERAL APTITUTDE
- ☐ VOCATIONAL APTITUDE
- ☐ INTEREST
- ☐ PERSONALITY
- ☐ INDIVIDUAL INTELLIGENCE
- ☐ PROJECTIVE
- ☐ OTHER

UTILITY FORM 3416

OPTICAL SCANNING FORMS® OPTICAL SCANNING CORPORATION®

DIRECTIONS

1. COUNSELOR'S CODE NUMBER and the DATE should be on every log sheet.
2. An individual log sheet should be completed for each activity performed by the counselor during the work day being studied. Activities beyond the normal work day should be recorded if they are professional responsibilities.
3. Examples of ACTIVITIES; conferences or interviews, telephone calls, meetings, classes, visits, and work sessions (clerical, preparation, planning, study).
4. Each counselor should complete a NUMBER of log sheets for each day being studied. The log should be completed AS SOON AS POSSIBLE after the activity has been concluded. With a little practice, the procedure takes only a few minutes.
5. Directions for marking are given in each section and should be followed carefully.
6. If an activity has more than one PRIMARY emphasis and consumes enough time to warrant doing so, more than one log sheet may be used to differentiate the important parts of the activity. This might occur with a meeting or conference, for example. However, under no circumstances should more than ONE ITEM be marked in this "primary emphasis" section on any one log sheet.
7. Should an activity last beyond three hours, a second log sheet should be used.
8. The time indicated for each activity should approximate closely the actual time spent.

ABBREVIATIONS

DO--Dropout PG--Post-graduate KGN--Kindergarten EC--Early Childhood (Prior to K)

CODE FOR ACTIONS PERFORMED

(Mark only ONE NUMBERED item; mark as MANY LETTERED items for that NUMBERED item as apply)

1. PREPARATION AND PLANNING
   - a. Discussed plans about school or guidance program
   - b. Developed--revised such plans
   - c. Prepared speech--presentation
   - d. Prepared written report(s)
   - e. Prepared guidance materials
   - f. Prepared publication(s)
   - g. Prepared conference material(s)
   - h. Developed notes for personal use
   - i. Developed personal work schedule
2. CONFERRING
   - a. Discussed plan(s) about/with person
   - b. Developed--revised such plans
   - c. Reviewed progress
   - d. Gave instruction(s) other than about guidance program
   - e. Gave support and encouragement
   - f. Responded to feelings or emotions to permit their release and expression
   - g. Received suggestions
   - h. Made suggestions
   - i. Received--collected information
   - j. Gave information
   - k. Interpreted information or data
   - l. Helped develop pupil's program of studies
   - m. Participated in a conference
3. ADMINISTERING
   - a. Organized an activity (test program, orientation, job placement, etc.)
   - b. Coordinated such an activity
   - c. Conducted an activity (group testing)
   - d. Assisted with an activity
   - e. Supervised an activity
   - f. Gave instruction about guidance program
   - g. Attended a meeting
   - h. Made a presentation
   - i. Prepared master schedule
   - j. Made out pupil's schedule
   - k. Changed pupil's schedule
   - l. Utilized data processing procedures
   - m. Composed letter(s) or transcript(s) or reference(s)
4. CLERICAL
   - a. Made out transcript(s), application(s) etc.
   - b. Scored test(s)
   - c. Checked answer sheets for machine scoring
   - d. Filed
   - e. Typed
   - f. Recorded data
   - g. Checked cumulative record(s)
   - h. Registered student(s)
   - i. Other
5. EVALUATING
   - a. Collected data
   - b. Gave special test(s)
   - c. Analyzed data
   - d. Studied reference work to understand a problem better
   - e. Observed
   - f. Other
6. SELF-PROFESSIONAL-DEVELOPMENT
   - a. Received instruction-orientation
   - b. Attended college class
   - c. Studied professional literature
   - d. Other
7. OTHER-school activities not directly related to the professional role of the counselor
   - a. Attended school function
   - b. Monitored (cafeteria,etc.)
   - c. Advised-sponsored extra-curricular acty
   - d. Responded to non-guidance survey or study
   - e. Substituted for teacher
   - f. Other

UTILITY FORM 3417 OPTICAL SCANNING CORPORATION

EXHIBIT D

A STUDY OF THE FUNCTIONS BEING PERFORMED BY SENIOR HIGH SCHOOL COUNSELORS IN THE COUNTIES OF MARYLAND AND OF THE RELATIONSHIPS BETWEEN THESE FUNCTIONS AND SPECIFIED ORGANIZATIONAL STAFFING AND SUPPORT FACTORS

PURPOSES OF THE STUDY

1. To identify those functions actually being performed by senior high school counselors in the counties of Maryland.

2. To discover the degree of relatedness between these functions and (a) the organizational pattern of guidance services within the school and county, (b) the level of financial support of the guidance program and the pupil services program, (c) the counselor's training and professional experience.

HYPOTHESES

1. There is a relationship between the functions being performed by senior high school counselors in the counties of Maryland and the organizational pattern of the guidance program at the school and county levels.

2. There is a relationship between the functions being performed by these counselors and the county level of financial support of the guidance and pupil services programs.

3. There is a relationship between the functions performed by school counselors in Maryland and their professional training and experience.

THE PROBLEM

School administrators are faced with the responsibility of providing the most effective guidance and counseling services for all pupils in their school systems. Hopefully this study will help to determine what functions counselors in the senior high schools of Maryland actually are performing and to indicate the kinds of organizational patterns, support and staffing factors which tend to encourage the provision of the desired services.

PROCEDURES

1. All of the counselors (approximately 190) from a randomly selected sampling of some 62 Maryland senior high schools in the 23 counties will be asked to keep a functions log for ten days distributed over the period from March 1 to May 15. The counselors, schools and counties will be identified on these logs only by a code number.

2. The same functions log will be maintained by a small sampling (about 12) of additional counselors one day in February and a second day in May for a reliability check of the functions log itself.

EXHIBIT D (Continued)

- 2 -

3. Guidance supervisors and counselor educators from the State will be asked to respond to a questionnaire designed to relate the specific functions identified by the log to the functions proposed in the "Policy Statement of the American School Counselors' Association". This statement attempts to define the role of the school counselor.

4. County budgets for 1967-68 will be studied to determine expenditures for various aspects of the guidance and pupil services programs. Where it is impossible to isolate expenditures for these services, ratios of pupils to professional pupil services workers will be used.

5. Participating counselors will be asked to provide information concerning organizational patterns within the school, counselor training and professional experience. Completion of this questionnaire will require a minimum of counselor time.

6. A random sampling of the counselors involved in the study will be interviewed during March and April for the purpose of establishing further a reliability check on the use of the functions log.

7. Participating counselors will be asked to provide information concerning their major functions at times during the school year other than the period being recorded.

REPORT

All data from the functions log will be reported in percentages of time devoted by the counselors to the specific kinds of functions identified in the A.S.C.A. Policy Statement. Relationships between types of counselor functioning and the selected staffing, support and organizational factors will be reported as correlation coefficients.

County superintendents and their staffs will be provided with copies of the study when completed.

No individual counselors, schools or counties will be identified in any way in this study. All reporting will be made in terms of the administrative factors being examined.

EXHIBIT D (Continued)

- 3 -

School Organizational Patterns to be Studied

I. One counselor in the school

II. Several counselors in the school, each being assigned one or more classes of students and remaining with them throughout the students' school experience

III. Several counselors in the school, each being assigned the same grade year after year

IV. Several counselors, each being assigned a group of students by counselor function--vocational, college-bound, etc.

County Organizational Patterns

I. County has a Director of Pupil Services to whom one or more Guidance Supervisors reports directly

II. County has a Pupil Services Director or Supervisor who also has the responsibility for supervising guidance

III. County has a Supervisor of Guidance who reports directly to a Director of Instruction

IV. County has a Supervisor of Instruction who also has the responsibility for supervising guidance

EXHIBIT E

MARYLAND STATE DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
301 WEST PRESTON STREET. BALTIMORE 21201

James A. Sensenbaugh
State Superintendent of Schools

February 19, 1968

To the Superintendent's of Schools:

Enclosed is the proposal for a research study which Miss Annabelle Ferguson, Supervisor of Guidance Services, hopes to conduct during the next three months in selected senior high schools in the 23 counties of Maryland. While this research will serve the purpose of fulfilling one of the requirements for Miss Ferguson's doctorate, it will also provide valuable information for work with the State guidance program. This Department has therefore heartily endorsed this study.

Your cooperation in implementing this research in your county will be deeply appreciated. Miss Ferguson will be available to discuss the study with you or members of your staff at your convenience. With your approval, she will work directly with the person responsible for the supervision of guidance in each county in carrying out the procedures of the study.

Respectfully,

JAMES A SENSENBAUGH
State Superintendent of Schools

S:F:M

Enclosure

CC: Dr. Theophil Muellen
Miss Sarah Leiter

EXHIBIT F

COUNSELOR FUNCTIONS AS RECOMMENDED BY THE AMERICAN SCHOOL COUNSELORS ASSOCIATION

I. Planning and Development of the Guidance Program

  a. Assists in defining objectives of the program.
  b. Identifies the guidance needs of pupils.
  c. Assists in developing plans of action.
  d. Coordinates various aspects of the program in a meaningful sequence of guidance services.
  e. Assists in continued guidance program planning and curriculum development.
  f. Evaluates the program and assists other members of the school staff in evaluating their contributions to guidance services.

II. Counseling

  a. Assists the pupil to understand and accept himself as an individual, thereby making it possible for the pupil to express and develop an awareness of his own ideas, feelings, values, and needs.
  b. Furnishes personal and environmental information to the pupil, as required, regarding his plans, choices, or problems.
  c. Seeks to develop in the pupil a greater ability to cope with and solve problems and an increased competence in making decisions and plans for which he and his parents are responsible.

III. Pupil Appraisal

  a. Coordinates the accumulation of meaningful information concerning pupils through such means as conferences with pupils and parents, standardized test scores, academic records, anecdotal records, personal data forms, records of past experience, inventories, and rating scales.
  b. Coordinates the organization and maintenance of confidential files of pupil data.
  c. Interprets pupil information to pupils, parents, teachers, administrators, and others professionally concerned with the pupil.
  d. Identifies pupils with special abilities or needs.
  e. Takes advantage of available data-processing equipment for facilitating the processing and transmission of data.

EXHIBIT F (Continued)

IV. Educational and Occupational Planning

a. Assists the pupil and his parents in relating the pupil's interests, aptitudes, and abilities to current and future educational and occupational opportunities and requirements, long-range educational plans, and choices.
b. Collects and disseminates to pupils and parents information concerning careers, opportunities for further education and training, and school curricular offerings. These activities should be provided through a carefully planned sequence and may include group and individual sessions with pupils and parents, special programs, provision of up-to-date educational and occupational files readily accessible to pupils, bulletin boards, guidance newsletters, and visits by pupils to educational institutions and business and industry.
c. Assists pupils and parents in understanding procedures for making applications and planning for financing the pupil's educational goals beyond high school.
d. Consults with school administrators and members of the school faculty relative to the curricular offerings which will meet the abilities, interests, and needs of the pupils.
e. Consults with school administrators and faculty regarding curricular offering to meet the needs, abilities, and interests of pupils.
f. Assists in the educational and occupational planning of pupils who have withdrawn or who have been graduated from the school.

V. Referral Work

a. Assists pupils and parents who need such services to be aware of and to accept referral to other specialists in pupil services and community agencies.
b. Maintains a close working relationship in referrals to other specialists in pupil personnel services.
c. Identifies pupils with special needs which require the services of referral sources.
d. Identifies community referral agencies and their services.
e. Assists in the development of referral procedures and in the maintenance of liaison and cooperative working relationships with community resources.
f. Provides a follow-up of referral of agency recommendations to help the pupil and/or his family work through the problems.
g. Encourages the development and/or extension of community agencies for handling pupil referrals.

EXHIBIT F (Continued

VI. Placement

a. Helps pupils and parents to make long-range plans of study for the high school years and assumes responsibility for periodic review and revision of such plans according to need as shown by such factors as changes in the curriculum, pupil appraisal data, school achievement, the pupil's maturity, and new goals.
b. Plans with administrators and teachers (1) to provide appropriate classroom placement for pupils with special abilities or disabilities and (2) to establish procedures for course selection by pupils and grouping of pupils.
c. Help furnish pupil data to the receiving school when a pupil transfers, obtains pupil data for new pupils, and gives individual pupil data to educational and training institutions, prospective employers, and employment agencies.
d. Assists in giving pupils and parents an understanding of procedures for making applications and financial plans for attending educational or training institutions and for making an application for employment.
e. Confers with admissions personnel and personnel directors and visits educational and training institutions as well as businesses and industries applicable to pupils in his school.

VII. Parent Help (through individual or group counseling)

a. Interprets the guidance and counseling services of the school.
b. Assists parents in developing realistic perceptions of their children's aptitudes, abilities, interests, attitudes, and development as related to educational and occupational planning, school progress, and personal-social development.
c. Provides parents with information about school policies and procedures, school course offerings, educational and occupational opportunities and requirements, and resources that can contribute to the fullest development of their children.

VIII. Staff Consulting

a. Shares appropriate individual pupil data with staff members, with due regard to confidentiality.
b. Helps teachers to identify pupils with special needs or problems and keeps teachers informed of developments concerning individual pupils which might have a bearing upon the classroom situation.
c. Participates in in-service training programs, staff meetings, and case conferences through which he discusses his own role, interprets a child-centered point of view, and encourages effective use of pupil data in teaching activities and guidance services given by teachers.

EXHIBIT F (Continued)

  - d. Assists teachers to secure materials and develop procedures for a variety of classroom group guidance experiences.
  - e. Provides materials and information concerning such matters as the characteristics and needs of the pupil population, pupil post-school behavior, and employment trends for use in curriculum study and revision.

IX. Local Research - Conducts or cooperates with others in conducting studies in such areas as the following:

  - a. Follow-up of graduates or pupils who have withdrawn.
  - b. Relationship of scholastic aptitude and achievement to selection of courses of study, class placement, and post-high school education and occupational placement.
  - c. Characteristics, as well as educational and guidance needs of the pupils.
  - d. The use of records and pupil personnel data.
  - e. Occupational trends in the community.
  - f. Evaluation of the school's counseling and guidance services.

X. Public Relations

  - a. Participate in programs of civic organizations and other community groups.
  - b. Prepare or furnish information for articles in school and community publications.
  - c. Assists in programs for presentation by radio or television.[1]

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[1] American School Counselor Association, Statement of Policy for Secondary School Counselors and Guidelines for Implementation of the ASCA Statement of Policy for Secondary School Counselors, Washington, D.C.: American Personnenl and Guidance Association; 1964.

EXHIBIT G

POSITION:______________________________DATE:_________________________

A CATEGORIZATION OF COUNSELOR DUTIES

part of

A STUDY OF THE RELATIONSHIPS BETWEEN STAFFING FACTORS AND THE FUNCTIONS PERFORMED BY SENIOR HIGH SCHOOL COUNSELORS IN THE COUNTIES OF MARYLAND

(To be completed by Supervisors of Guidance in the Counties of Maryland)

This study will attempt to define by means of a functions log the activities being performed by senior high school counselors in the counties of Maryland. It will attempt further to measure the percentage of time being devoted by counselors to each of the various categories of functions defined in the POLICY STATEMENT OF THE AMERICAN SCHOOL COUNSELORS ASSOCIATION. In his book, THE COUNSELOR IN A CHANGING WORLD, published by the American Personnel and Guidance Association, Dr. C. Gilbert Wrenn also categorizes the functions of the school counselor.

For purposes of classification in this study, it is essential that there be professional agreement on how these two systems of categorization of counselor functions coincide, if they do. As a supervisor of guidance who has had considerable first-hand experience functioning both as a school counselor and as a supervisor of school counselors, you are in a position to make a sound professional judgment about these categories.

You are invited to read carefully the statements about these two systems, and then to indicate where you see the two coinciding, if at all.

From THE COUNSELOR IN A CHANGING WORLD---by Wrenn

"That the professional job description of a school counselor specify that he perform four major functions: (a) counsel with students; (b) consult with teachers, administrators, and parents as they in turn deal with students; (c) study the changing facts about the student population and interpret what is found to school committees and administrators; (d) coordinate counseling resources in school and between school and community ....Activities that do not fall into one of these four areas neither should be expected nor encouraged as part of the counselor's regular working schedule." p.137

The ASCA Policy Statement, published in 1963, recommends forty-eight specific functions for school counselors. These are divided into ten major categories. Each category is listed on the following pages along with the forty-eight specific statements of function.

Supervisors are invited to add to this list of ASCA statements any functions which they believe should be included in this study and to categorize them, if possible, with Wrenn's grouping.

EXHIBIT G (Continued)

PLEASE CHECK THE CATEGORY OR CATEGORIES INTO WHICH YOU WOULD CLASSIFY EACH ASCA FUNCTION

ASCA STATEMENT OF FUNCTION	COUNSELING STUDENTS	CONSULTING ADMIN. PARENTS, TEACHERS	STUDY CHANGE	COORDINATING COUNSELING RESOURCES
I. PLANNING AND DEVELOPING GUIDANCE PROGRAM				
a. Assists in defining objectives				
b. Identifies guidance needs of pupils				
c. Assists in developing plans of action				
d. Coordinates various aspects of the program of guidance services				
e. Assists in continued guidance program planning and curriculum development				
f. Evaluates the guidance program and assists others of the staff to evaluate their contribution to guidance services				
II. COUNSELING				
a. Assists pupils to understand and accept himself as an individual making it possible for pupil to express and develop an awareness of his own ideas, feelings, needs and values.				
b. Furnishes personal and environmental information to pupil as required, regarding his plans, choices or problems				
c. Seeks to develop in the pupil a greater ability to cope with and solve problems and an increased competence in making decisions and plans for which he and his parents are responsible				

EXHIBIT G (Continued)

ASCA STATEMENT OF FUNCTION	COUNSELING STUDENTS	CONSULTING ADMIN. PARENTS, TEACHERS	STUDY CHANGE	COORDINATING COUNSELING RESOURCES
III. PUPIL APPRAISAL a. Coordinates the accumulation of meaningful information about pupils as needed through interviews, standardized test scores, academic records, anecdotal records, personal data forms, records of past experience, inventories and rating scales				
b. Coordinates the organization and maintenance of confidential files of pupil data.				
c. Interprets pupil information to pupils, parents, teachers, administrators and others professionally concerned with the pupil.				
d. Identifies pupils with special abilities or needs.				
e. Takes advantage of available data processing for transmittal of pupil data.				
IV. EDUCATIONAL AND OCCUPATIONAL PLANNING a. Assists pupil and parents in relating pupil's interests, aptitudes and abilities to current future educational and occupational opportunities and requirements and to long-range educational plans and choices.				

EXHIBIT G (Continued)

ASCA STATEMENT OF FUNCTION	COUNSELING STUDENTS	CONSULTING ADMIN. PARENTS, TEACHERS	STUDY CHANGE	COORDINATING COUNSELING RESOURCES
b. Collects, and disseminates to pupils and parents information about careers, educational opportunities and school offerings--through a planned sequence of individual sessions with pupils and parents, special programs, provision of up-to-date files to read, bulletin boards, newsletters, and visits to business & inquiry				
c. Assists pupils and parents in understanding the procedures for making application and planning for financing pupil's educational goals beyond high school				
d. Assists pupils in obtaining information about educational and occupational opportunities in the military service.				
e. Consults with school administration and faculty about curriculum offerings to meet the needs, abilities and interests of pupils.				
f. Assists in educational and occupational planning of dropouts or post-graduates.				
V. REFERRAL WORK a. Assists pupils and parents who need such services to be aware of and to accept referral to the specialist.				
b. Maintains close working relationship to other specialists in pupil personnel services.				

EXHIBIT G (Continued)

ASCA STATEMENT OF FUNCTION	COUNSELING STUDENTS	CONSULTING ADMIN. PARENTS, TEACHERS	STUDY CHANGE	COORDINATING COUNSELING RESOURCES
c. Identifies pupils with special needs which require services of referral resources.				
d. Assists in development of referral procedures and in maintenance of liaison and cooperative working relationships with community resources.				
e. Provides a follow-up of referral agency recommendations to help pupil and his family work through problems.				
f. Encourages the development and extension of community agencies for handling pupil referrals				
VI. PLACEMENT a. Helps pupils and parents make long-range plans of study for high school years and assumes responsibility for a periodic review of such plans				
b. Plans with administration and teachers: (1) to provide appropriate classroom placement for pupils with special abilities or disabilities. (2) to establish procedures for course selection by pupils and grouping of pupils.				
c. Furnishes pupil data to receiving school when pupil transfers, obtains pupil data for new pupils and gives individual pupil data to educational and training institutions, prospective employers and employment agencies.				

EXHIBIT G (Continued)

ASCA STATEMENT OF FUNCTION	COUNSELING STUDENTS	CONSULTING ADMIN. PARENTS, TEACHERS	STUDY CHANGES	COORDINATING COUNSELING RESOURCES
d. Assists in giving pupils and parents an understanding of the procedures for making application and financial plans for attending educational or training institutions and for making application for employment.				
e. Confers with admissions personnel and personnel directors and visits educational and training institutions as well as business and industry applicable to pupils in his school.				
VII. PARENT HELP a. Interprets guidance services of school.				
b. Assists parents in developing realistic perceptions of their children's aptitudes, abilities, interest, attitudes and developments related to educational and occupational planning, school progress and personal-social development.				
c. Provides parents with information about school policies and procedures, course offerings, educational and occupational opportunities and requirements and resources that can contribute to the fullest development of children				

EXHIBIT G (Continued)

ASCA STATEMENT OF FUNCTION	COUNSELING STUDENTS	CONSULTING ADMIN., PARENTS, TEACHERS	STUDY CHANGE	COORDINATING COUNSELING RESOURCES
VIII. STAFF CONSULTING				
a. Shares appropriate individual pupil data with staff members, with due regard to confidentiality.				
b. Helps teachers to identify pupils with special needs or problems and keeps teachers informed of developments concerning individual pupils which might have a bearing on the classroom situation.				
c. Participates in in-service training programs, staff meetings and case conferences through which he discusses his own role, interprets child-centered point of view and encourages effective use of pupil data in teaching activities and guidance services given by teachers.				
d. Assists teachers in providing group guidance experiences for pupils.				
e. Provides materials and information about such matters as characteristics and needs of the pupil population, follow-up studies and employment trends for use in curriculum study and revision.				
IX. LOCAL RESEARCH				
a. Follow-up of graduates or dropouts.				
b. Relationship of scholastic aptitude and achievement to selection of courses of study, class placement and post high school educational and occupational placement.				

EXHIBIT G (Continued)

ASCA STATEMENT OF FUNCTION	COUNSELING STUDENTS	CONSULTING ADMIN. PARENTS, TEACHERS	STUDY CHANGE	COORDINATING COUNSELING RESOURCES
c. Characteristics as well as educational and guidance needs of pupils.				
d. Use of records and pupil personnel data				
e. Occupational trends in the community				
f. Evaluation of school's counseling and guidance services				
X. PUBLIC RELATIONS a. Participates in programs of civic organizations and other community groups				
b. Prepares or furnishes information for articles in school and community publications				

EXHIBIT H

PRIMARY EMPHASIS CATEGORY KEY

SECTION K

I. COUNSELING	1. Self-understanding
	2. Social-emotional adjustment
	3. Problem-solving
	4. Health-physical development
	5. Environmental influences
	6. Decision-making
	7. Academic progress
	8. Avocational development
	9. Vocational development
II. VOCATIONAL-EDUCATIONAL PLANNING	10. Vocational planning
	11. Educational planning
	12. Finances
	13. Military
III. PLACEMENT	14. Transfer and/or orientation
	15. In-school placement----grouping
	16. Job placement
	17. Post-high-school placement
IV. APPRAISAL	18. Pupil analysis and appraisal
	19. Cumulative records
	20. Confidential records
V. REFERRAL	21. Total adjustment of pupil(s)
	22. Referral(s)
VI. PLANNING AND PREPARATION OF PROGRAM	23. Guidance program
	24. School program--policies and procedures
	25. Curriculum development
	26. Grading--reporting
VII. RESEARCH	27. Local research
VIII. PUBLIC RELATIONS	28. Public relations

EXHIBIT I

CLASSIFICATION KEY FOR FUNCTIONS LOG SECTION "K" "ACTIVITY PERFORMED WITH"

I. STUDENT(S)	1. Student(s)
II. PARENT(S)	2. Parent(s)
	3. P.T.A.
III. REFERRAL RESOURCES	4. School Psychologist
	5. Pupil Personnel Worker
	6. Nurse
	7. Speech/Reading Specialist
	8. Rehabilitation Counselor
	9. Home Teacher
	10. Court Representative
	11. Nonschool Professional Person
	12. Agency Personnel
IV. SCHOOL STAFF	13. Teacher(s)
	14. Administrator(s)
	15. Librarian(s)
	16. Instructional Supervisor
	17. Counselor(s)-Same School
V. GUIDANCE PERSONNEL	18. Guidance Supervisor
	19. Counselor Trainee
	20. Counselor(s)-Other Schools
	21. Professional Organization
VI. PLACEMENT PERSONNEL	22. Employment Counselor
	23. College Representative
	24. Business/Industry Representative
VII. CLERICAL PERSONNEL	25. School Clerk(s)
	26. Personnel-Other Schools
VIII. PUBLIC	27. Community Organization
	28. Radio/Television Audience
IX. SELF	29. Alone
X. OTHER	30. Other

EXHIBIT J

CLASSIFICATION KEY FOR "ACTIONS PERFORMED"

(taken from the back of the Functions Log - Exhibit C)

1. PREPARATION AND PLANNING
    - a. Discussed plans about school or guidance program
    - b. Developed--revised such plans
    - c. Prepared speech--presentation
    - d. Prepared written report(s)
    - e. Prepared guidance material(s)
    - f. Prepared publication(s)
    - g. Prepared conference material(s)
    - h. Developed notes for personal use
    - i. Developed personal work schedule
2. CONFERRING
    - a. Discussed plan(s) about/with person
    - b. Developed--revised such plans
    - c. Reviewed progress
    - d. Gave instruction(s) other than about guidance program
    - e. Gave support and encouragement
    - f. Responded to feelings or emotions to permit their release and expression
    - g. Received suggestions
    - h. Made suggestions
    - i. Received--collected information
    - j. Gave information
    - k. Interpreted information or data
    - l. Helped develop pupil's program of studies.
    - m. Participated in a conference
3. ADMINISTERING
    - a. Organized an activity (test program, orientation, job placement, etc.)
    - b. Coordinated such an activity
    - c. Conducted an activity (group testing)
    - d. Assisted with an activity
    - e. Supervised an activity
    - f. Gave instruction about guidance program

EXHIBIT J (Continued)

CLASSIFICATION KEY FOR "ACTIONS PERFORMED"

(taken from the back of the Functions Log - Exhibit C)

	g. Attended a meeting h. Made a presentation i. Prepared master schedule j. Made out pupil's schedule k. Changed pupil's schedule l. Utilized data processing procedures m. Composed letter(s) or transcript(s) or reference(s)
4. CLERICAL	a. Made out transcript(s), application(s) etc. b. Scored test(s) c. Checked answer sheets for machine scoring d. Filed e. Typed f. Recorded data g. Checked cumulative record(s) h. Registered student(s) i. Other
5. EVALUATING	a. Collected data b. Gave special test(s) c. Analyzed data d. Studied reference work to understand a problem better e. Observed f. Other
6. SELF-PROFESSIONAL-DEVELOPMENT	a. Received instruction-orientation b. Attended college class c. Studied professional literature d. Other
7. OTHER-school activities not directly related to the professional role of the counselor	a. Attended school function b. Monitored (cafeteria, etc.) c. Advised-sponsored extra-curricular activity d. Responded to non-guidance survey or study e. Substituted for teacher f. Other

EXHIBIT K

COMPUTER PROGRAM KEY FOR SORTING INTO ASCA FUNCTIONS

Category	Number of Pupils-G	Performed With--K	Action Performed-L	Emphasis M	Special
I. a. (1)	G-1 to 9 Any number or none	Anyone or any combination except II alone or IV alone in any combination	L-2	M-VI 23,24, 25,26	
I. b. (2)	G-1 to 9	Any one or any combination	L-1	M-I 1,2,3, 4,5,6, 7,8,9 M-IV 18,19, 20	
	G-1 to 9	X Alone	L-2	M-I	
I. c. (3)	G-1 to 9	Any one or any combination except IV alone or any combination of IV	L-1	M-III 14,15, 16,17	
	G-1 to 9	Any one or any comination	L-1	M-II 10,11, 12,13	
	G-1 (None)	VII alone	L-2	M-I 1,2,3, 4,5,6, 7,8,9	
I. d. (4)	G-1 to 9	Any one or any combination except II alone and IV alone or II and IV in any combination	L-3 L-3	M-I M-VI 23,24, 25,26	

EXHIBIT K (Continued)

Category	Number of Pupils-G	Performed With--K	Action Performed-L	Emphasis M	Special
I. e. (5)	G-1 to 9	Any one or any combination	L-1	M-VI 23,24, 25,26	
I. f. (6)	G-1 to 9	Any one or any combination	L-5	M-VI 23 only	
II. a. (7)	G-2 (Individual students)	I alone (Student)	L-2	M-I 1,2,4, 7,8,9 M-V-21 M-IV 18,19, 20	
	G-3 (2 to 4) G-4 (5 to 8)	I alone	L-2	M-I 1,2,4, 7,8,9 M-V-21 M-IV 18,19, 20	
II. b. (8)	G-2	I alone	L-2	M-II 10,11, 12,13 M-I-5	
	G-3 G-4	I alone	L-2	M-II 10,11, 12,13 M-I-5	

EXHIBIT K (Continued)

Category	Number of Pupils-G	Performed With--K	Action Performed-L	Emphasis M	Special
II. c. (9)	G-2	I alone	L-2	M-I 3,6	
	G-3 G-4	I alone	L-2	M-I 3,6	
III. a. (10)	G-1 to 9	I,III,VIII,IX, X alone or any combination together and/or with II and/or IV	L-3 except L-3-1	M-IV 18,19	
	G-3 to 9 (2 or more)	I,II,III,VII, alone or any combination together and/or with IV	L-5	M-IV 18,19, 20	
	G-1 to 9	VII	L-2,5	M-IV 18,19, 20	
III. b. (11)	G-1 to 9	I,III,VIII,IX, X alone or in any combination together and/or with II and/or IV	L-3 except L-3-1	M-IV 20	
III. c. (12)	G-5 to 9 or G-2 to 4 in any combination	I,V,VI,IX,X alone or in any combination together and/or with II,III,IV,VIII	L-2	M-IV,V 18,19, 20	

EXHIBIT K (Continued)

Category	Number of Pupils-G	Performed With--K	Action Performed-L	Emphasis M	Special
III. d. (13)	G-1 to 9	I,II,III,IV,V, VI,VII,VIII,IX, X alone or in any combination	L-5	M-I ALL	
	G-2 or G-1 (None)	I,V,VI,VIII,IX,X alone or in any combination together and/or with IV and/or II	L-5	M-IV 18,19, 20	
III. e. (14)	G-1 to 9	I,III,V,VI,VII,VIII, IX,X alone or in any combination together and/or with II and IV	L-31	M-IV 18,19, 20	
IV. a. (15)	G-5 to 9 (More than 8 students)	I alone or with II or any possible combination of I except III,V,VI,VII, and X	L-2	M-I 1 to 9	
IV. b. (16)	G-5 to 9 or G-2 to 4 with anyone else	I alone or with II or any possible combination of I	L-2	M-II 10,11	
	G-1	III,V,VII,VIII, X alone or in any combination together and excluding I	L-2	M-II 10,11, 12-13	

EXHIBIT K (Continued)

Category	Number of Pupils-G	Performed With--K	Action Performed-L	Emphasis M	Special
IV. b. (Cont.) (16)	G-1 to 9	I,II,III,V,VI,VII, VIII,IX,X alone or in any combination including a combination with IV but not IV alone	L-5	M-II 10,11, 12,13	
	G-1 to 9	Except II and IV alone, any others alone or in combination, including II and/or IV	L-3	M-II 10,11, 12,13	
IV. c. (17)	G-5 to 9	I alone or with II or any combination with I	L-2	M-II 12	
IV. d. (18)	G-5 to 9	I alone or any combination with I	L-2	M-II 13	
IV. e. (19)	G-1 to 9	IV alone or in any combination	L-2	M-VI 23,24, 25,26	
IV. f. (20)	G-1 to 9	I alone or any combination of I	L-2	M-II 10,11, 12,13	H-15 H-16
V. a. (21)	G-2,3,4,	Any combination of I except VI and X	L-2	M-I	
	G-1 to 9	I and II alone, together, or in any combination except with VIII	L-2	M-V 22	

EXHIBIT K (Continued)

Category	Number of Pupils-G	Performed With--K	Action Performed-L	Emphasis M	Special
V. a. (Cont.) (21)	G-1 to 9	II alone or in any combination except with I and VIII	L-1	M-V 21,22	
V. b. (22)	G-1	III and V alone or combined with each other or any other not in another category	L-2	M-I	
	G-1	III and V alone or together or with IV and VI	L-2	M-V 21,22	
V. c. (23)	G-1 to 9	III alone or with IV and/or V	L-2	M-IV 18,19, 20	
	G-1 to 9	I,IX,X alone or combined together	L-1	M-V 21,22	
	G-1 to 9	Any alone except VI and VIII or any combination excluding VI and VIII	L-5 b,c, d,e	M-V 21,22	
V. d. (24)	G-1	III,IV,V,VI,VII alone or in any combination together	L-1	M-V 21,22	
	G-1	VII	L-3	M-V 21,22	
	G-1	VII, X alone	L-2	M-V 21,22	

EXHIBIT K (Continued)

Category	Number of Pupils-G	Performed With--K	Action Performed-L	Emphasis M	Special
V. e. (25)	G-1 to 9	I,II,III,IV,V,IX, X alone or together	L-3	M-V 21,22	
V. f. (26)	G-1 to 9	I,II,III,IV,V,IX, X alone or in any combination except with VI or VIII	L-5 a	M-V 21,22	
	G-1 to 9	VIII alone or in any combination	L-1 2,3,5	M-V 21,22	
	G-1 to 9	VIII alone	L-2	M-IV 18,19, 20	
VI. a. (27)	G-1 to 9	I alone or in any combination with II	L-2	M-III 14,15	
VI. b. (28)	G-1 to 9	IV and V alone or together	L-1,2	M-III 14,15	
	G-1	III,VIII,X alone or together or IX alone	L-3	M-III	
	G-1 to 9	IV alone or with I, II,III,V	L-5	M-III 14,15	
VI. c. (29)	G-1 to 9	VI alone or in any combination	L-2	M-I	

EXHIBIT K (Continued)

Category	Number of Pupils-G	Performed With--K	Action Performed-L	Emphasis M	Special
VI. c. (Cont.) (29)	G-1 to 9	III alone or in any combination except with IV	L-2,5	M-III	
	G-1	VI alone or in combination with VII, IX,X,III,IV, and V	L-2	M-III 14,15, 16	
	G-1 to 9	VII or any combination of VII	L-2	M-III	
	G-1 to 9	VI alone	L-2,5	M-V III	
	G-1	V, VI alone	L-3	M-III	
	G-1	V,VI,VII alone or together	L-3 (not 1)	M-IV	
VI. d. (30)	G-1 to 9	I alone or with II in any combination	L-3	M-III	
	G-1	VI alone	L-3	M-I	
	G-1 to 9	I alone or in any combination	L-2	M-III 16,17	
VI. e. (31)	G-1 to 9	VI alone or in any combination except with I	L-2	M-III 16	

EXHIBIT K (Continued)

Category	Number of Pupils-G	Performed With--K	Action Performed-L	Emphasis M	Special
VI. e. (Cont.) (31)	G-1 to 9	VIII, X alone or in any combination except with I and VI	L-2	M-III 16,17	
	G-1	VI alone	L-2	M-II	
	G-1	VI alone	L-3	M-II,V	
	G-1	VI alone	L-5	M-V	
	G-1 to 9	VIII,IX,X alone	L-3	M-III 16,17	
	G-1	VI alone or any combination except with I	L-2	M-IV	
VII. a. (32)	G-1 to 9	II alone or in any combination	L-2,3	M-VI 23	
VII. b. (33)	G-1 to 9	II alone or in any combination	L-3	M-I,IV	
	G-1 to 9	II and anything (except students) not already sorted	L-2	M-I,IV M-V-21	
	G-1 to 9	VIII alone	L-2	M-I	

EXHIBIT K (Continued)

Category	Number of Pupils-G	Performed With--K	Action Performed-L	Emphasis M	Special
VII. c. (34)	G-1	II alone	L-3	M-II, III	
	G-1	II alone	L-2	M-II, III	
	G-1 to 9	II alone or in any combination	L-2,3	M-VI 24,25, 26	
VIII. a. (35)	G-1 to 9	IV alone	L-2	M-IV	
VIII. b. (36)	G-1	IV alone	L-2	M-V	
	G-1	IV alone	L-5	M-IV	
VIII. c. (37)	G-1	IV alone	L-3	M-IV,I	
	G-1	IV alone	L-3	M-VI,23	
VIII. d. (38)	G-1	IV or V alone or in any combination not including students	L-3	M-II, III	
VIII. e. (39)	G-1	IV or V alone or in any combination not including students	L-2,5	M-II	

EXHIBIT K (Continued)

Category	Number of Pupils-G	Performed With--K	Action Performed-L	Emphasis M	Special
VIII. e. (Cont.) (39)	G-1	IV alone	L-2	M-I	
	G-1	IV alone	L-5	M-VI-25	
IX. a. (40)	G-1 to 9	Any possible choice or combination	L-1,2, 3,5	M-VII	I-1, 2
	G-1 to 9	Any combination except with IV	L-5	M-III	I-1, 2
	G-1 to 9	Any choice or combination	L-5	M-VI 24,25, 26	I-1, 2
IX. b. (41)	G-1 to 9	Any choice or combination	L-1,2, 3,5	M-VII	I-3
IX. c. (42)	G-1 to 9	Any choice or combination	L-1,2, 3,5	M-VII	I-4
IX. d. (43)	G-1 to 9	Any choice or combination	L-1,2, 3,5	M-VII	I-7
IX. e. (44)	G-1 to 9	Any choice or combination	L-1,2, 3,5	M-VII	I-5
IX. f. (45)	G-1 to 9	Any choice or combination	L-1,2, 3,5	M-VII	I-6 or any other left

EXHIBIT K (Continued)

Category	Number of Pupils-G	Performed With--K	Action Performed-L	Emphasis M	Special
X. a. (46)	G-1 to 9	Any choice or combination	L-1c, 2,3,5	M-VIII	
X. b. (47)	G-1 to 9	Any choice or combination	L-1d, e,f	M-VIII	
XI. a. (48)	G-1 to 9	Any choice or combination	L-6	Any M	
XII. a. (49)	G-1 to 9	Any choice or combination	L-4	Any M	
XIII. a. (50)	G-1 to 9	Any choice or combination	L-7	Any M	

EXHIBIT L

POSITION HELD:______________________________DATE:______________________

CLASSIFICATION BY EMPHASIS

For each primary emphasis on the left, please check the right-hand column which seems, in your professional judgment, to best classify that emphasis in terms of the ASCA categories of functions.

EMPHASIS	COUNSELING	VOCATIONAL EDUCATIONAL PLANNING	PLACEMENT	APPRAISAL	REFERRAL	PLANNING PREP. PROGRAM	RESEARCH	PUBLIC RELATIONS
Transferred and/or orientation								
Self-understanding								
Referral								
Curriculum development								
Health-physical development								
Vocational planning								
Job placement								
Cumulative records								
Social-emotional adjustment								
Decision making								
Post h.s. educ. placement								
Avocational development								
Grading-reporting								
In-school placement--grouping								
Public relations								
Local research								
Educational planning								
Military								
School program--policies and procedures								
Problem-solving								
Confidential records								
Pupil analysis-appraisal								
Vocational development								
Academic progress								
Guidance program								
Total adjustment of pupil(s)								
Environmental influences								
Finances								

EXHIBIT M

POSITION HELD:______________________________DATE:______________________

CLASSIFICATION OF ACTIONS PERFORMED

For each action listed on the left, please check the right-hand column which seems, in your professional judgment, to best classify that action.

Action	Preparation Planning Development of Guidance Program	Conferring	Administering	Clerical	Evaluating	Self Professional Development	Other
Discussed plans about school or guidance program							
Developed such plans							
Revised such plans							
Monitored (cafeteria, etc.)							
Attended meeting							
Prepared speech or presentation							
Discussed plans about/with a person							
Developed plans about/with a person							
Scored tests							
Filed							
Collected data							

EXHIBIT M (Continued)

Action	Preparation Planning Development of Guidance Program	Conferring	Administering	Clerical	Evaluating	Self Professional Development	Other
Gave special test(s)							
Gave support or encouragement							
Reviewed progress							
Advised E.C.A.							
Participated in conference							
Prepared conference material(s)							
Organized an activity (test program, orientation, job placement, etc.)							
Prepared publication(s)							
Prepared master schedule							
Responded to feelings or emotions to permit their release or expression							
Typed							
Attended college class							

EXHIBIT M (Continued)

Action	Preparation Planning Development of Guidance Program	Conferring	Administering	Clerical	Evaluating	Self Professional Development	Other
Checked cumulative records							
Registered students							
Made suggestions							
Gave information							
Made out pupil's schedule							
Changed pupil's schedule							
Received suggestions							
Made out transcripts, applications, etc.							
Composed letter(s), references, etc.							
Gave instructions about guidance program							
Conducted an activity							
Coordinated an activity							

EXHIBIT M (Continued)

Action	Preparation Planning Development of Guidance Program	Conferring	Administering	Clerical	Evaluating	Self Professional Development	Other
Received information							
Interpreted information or data							
Recorded data							
Developed notes for personal use							
Observed							
Checked answer sheets for machine scoring							
Studied reference works to better understand a problem or need							
Studied professional literature							
Prepared personal work schedule							
Made speech							
Utilized data processing procedures							
Assisted with an activity							
Supervised an activity							

EXHIBIT M (Continued)

Action	Preparation Planning Development of Guidance Program	Conferring	Administering	Clerical	Evaluating	Self Professional Development	Other
Prepared written report(s)							
Collected information							
Helped develop pupil's program of studies							
Gave instruction(s) other than about guidance program							
Analyzed data or information							
Received instruction or orientation							
Responded to professional survey not guidance centered							
Prepared guidance material(s)							
Substituted for teacher							
Visited							

EXHIBIT N

CONCEPTUAL MODEL OF COUNSELOR TYPES BASED ON PERCENTAGES OF TIME DEVOTED TO THE VARIOUS PROFESSIONAL FUNCTIONS DEFINED BY WRENN AND ASCA

Assuming that typical school counselors might fall along a continum in terms of the percentage of time spent in the counseling function, please complete the table below giving the percentage of time which you, in your professional judgment, believe might be spent for each function category by each of the five types of counselors. The "center" type should represent your opinion of the "ideal" situation in a public school setting today.

(Based on Wrenn's Categories)

	COUNSELOR TYPES				
FUNCTION	ONE	TWO	THREE	FOUR	FIVE
Counseling	%	%	%	%	%
Consulting					
Coordinating					
Other					
Total	100 %	100 %	100 %	100 %	100 %

Please indicate below the percentage of time which you believe it might be reasonable to expect a school counselor to devote to each of these categories if he is working under normal school conditions.

(Based on ASCA Categories)

Function	Percentage of time
Planning and developing guidance program	
Counseling	
Pupil appraisal	
Educational-occupational planning	
Referral	
Placement	
Parent help	
Staff consultation	
Local research	
Public relations	
Other	
Total	100%

MARYLAND STATE DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
301 WEST PRESETON STREET. BALTIMORE 21201

James A. Sensenbaugh
State Superintendent of Schools

EXHIBIT O

LETTER TO COUNSELORS INVITING PARTICIPATION IN THE STUDY

February 15, 1968

Dear

I need your help with a study which I am about to undertake, a study which I believe will have a great deal of meaning for all counselors in Maryland.

In my work throughout the State during the past two and a half years, I have been impressed with the concern voiced by counselors and guidance supervisors about the demands made on the counselor's time. In many Maryland counties real progress has been made in reducing counselor/pupil ratios. In other counties there still exist ratios above the level recommended by the State. Everywhere, however, there is the additional problem of finding ways to utilize more effectively the time and talents of school counselors, regardless of the ratios.

School administrators continue to express concern about the need to provide good guidance services for all young people. It seems to me, however, that we need to know, first of all, how counselors are actually spending their time. Then, I believe, we need to relate their functioning to those staffing, organizational and support factors that seem to help or hinder the utilization of the counselor's professional talent.

This is why, when I needed to select a topic to fulfill the research requirement for my doctoral degree at the University of Maryland, I chose to conduct a study of the functions being performed by senior high school counselors in the counties of Maryland. Needless to say, knowing how many demands are made on counselors' time in the normal course of their duties and knowing from experience how many research studies counselors are involved in, I am reluctant to ask you to take on an additional assignment.

EXHIBIT O (Continued)

- 2 -

However, I have tried to develop an instrument which will be easy to use and will require a minimum amount of time. I hope, also, that the study will be sufficiently meaningful to make the time and effort expended of value.

Enclosed is detailed information about the study as well as the log sheets needed to complete it. There is no way of telling you how much your cooperation in this effort means to me personally.

Sincerely,

Annabelle E. Ferguson
State Supervisor of Guidance Services

AEF:blm

Enclosures

EXHIBIT P

Information and Directions

1. If the results of this study are to have any meaning, the participating counselors must be completely frank about reporting on the expenditure of their time. For example, if a counselor is spending an excessive amount of time on clerical work, this should be reported to establish some basis for requesting the necessary help to alleviate the problem.

2. The purpose of this study is not to evaluate individual counselors, schools or counties. A coding system has been devised to protect the identity of all concerned. In order that counselor logs may be organized for correlation purposes, the assigned code number must appear on every log sheet completed by each counselor.

3. The activities log has been developed with the intention of providing a quick and simple recording technique. In a trial run, counselors found that they could complete a log sheet in a matter of two or three minutes after a little practice. Therefore, participating counselors are urged to "practice" on a variety of activities a day or two before the study begins.

4. Because there is much overlapping in the various duties performed by the counselor, it is often difficult to sort out various activities in order to measure and classify them. This log is so designed that the counselor should react to the questions quickly and without spending too much time analyzing actions. The trial run showed that counselors became unduly involved in making decisions, especially about "primary emphasis," if they waited to complete the logs until the end of the day. The log for each activity should be completed immediately following the activity.

5. The time spent in various functions will be related to staffing, organizational and support factors. Therefore, the information on the questionnaire entitled "Professional Preparation, Experience and Assignment" should be completed and returned in the envelope provided by April 1.

6. Counselors will log every activity one day per week for ten weeks beginning with the week of March 11 and concluding with the week of May 13. All counselors should complete logs for the following days:

Thursday, March 14
Friday, March 22
Monday, March 25
Tuesday, April 2
Wednesday, April 10
Thursday, April 18
Friday, April 26
Monday, April 29
Tuesday, May 7
Wednesday, May 15

EXHIBIT P (Continued)

In case of inclement weather, or other unusual occurrences, the first day classes are resumed following the day missed should b recorded.

7. The date must appear on every log sheet. Log sheets for any one day should be bound together by each counselor and stored in a safe place until the study is concluded. At this time they will be collected.

8. Careful attention should be paid to the directions given in each section. If any section does not apply, do not attempt to complete it. This could be true of the sections entitled "Studies" and "Tests or Inventories."

9. Definition of Terms

In the "Activity Performed" section the counselor should record the letter or letters appropriate to the activity and then check the one number under which these letters appear. These seven major categories are one method of organizing activities. The counselor may disagree with the system, but he should follow it for the purposes of this study.

In the "Primary Emphasis" section the following terms should be differentiated: (From Funk & Wagnalls *Standard College Dictionary*)

Development - the expansion or bringing out of potentialities, capabilities, etc; gradual unfolding; evolvement; growth

Planning - the formation of a scheme or method for doing, achieving or attaining

Placement - putting or arranging in a particular place or position

Analysis - a method of determining or describing the nature of a thing by separating it into its parts

Appraisal - an evaluation; estimation of the amount, quality or worth of

EXHIBIT Q

May 1, 1968

MEMO

To: Research Project Participants

From: Annabelle Ferguson

Subject: Collection of Activities Logs

As you know, Wednesday, May 15, is the last scheduled day for completing the Activities Logs for our special research project. I hope that keeping the logs has not been too demanding, and I do thank you for being so gracious about the extra work.

I plan to come to each school to collect the logs beginning on Monday, May 20. It will be very helpful if each counselor will have his logs organized by DAYS with a rubber band around each of these ten bundles. The bundles should then be arranged by dates with the first week on top and tied together into one large packet. Then, if all the packets from one school are collected and left with the school or guidance clerk, I can pick them up without interrupting anyone's schedule or taking too much of my time. Because I will be collecting from sixty-four schools, I will need to keep moving.

Each counselor packet should contain ten bundles of logs. If any counselor has missed recording one or more days, you should record substitute days to make up the ten. Try to end up with two Mondays, two Tuesdays, etc. If necessary, you may continue to record until I pick up the logs.

Most of the Personal Information Forms have been returned to me by mail. If you have not yet done so, please complete and return yours at your earliest convenience. If you have misplaced the form, I will be glad to mail you another one.

Following is a tentative schedule for my collecting the logs:

Monday, May 20	- Baltimore and Carroll Counties
Tuesday, May 21	- Prince George's, St. Mary's, Calvert and Charles Counties
Wednesday, May 22	- Montgomery and Anne Arundel Counties
Thursday, May 23	- Washington, Frederick and Howard Counties
Friday, May 24	- Harford, Cecil, Kent, Queen Anne's, Talbot, and Caroline Counties
Monday, May 27	- Somerset, Wicomico, Dorchester, and Worcester Counties

EXHIBIT Q (Continued)

I am deeply grateful to each of you for your cooperation in this project. I am eager to hear your reactions to the log and will welcome any comments you might want to jot down. I hope to have a chance to talk with each of you individually as soon as time permits. Many thanks for your help.

EXHIBIT R

```
COUNSELOR NUMBER 218131


WEEK NUMBER 1

THE TOTAL NUMBER OF MINUTES REPORTED WAS   1995


ASCA CATEGORY                                      PERCENT OF TIME

PLANNING AND DEVELOPING GUIDANCE PROGRAM                      5.01

COUNSELING                                                   13.28

PUPIL APPRAISAL                                               0.75

EDUCATIONAL AND  OCCUPATIONAL PLANNING                       11.53

REFERRAL WORK                                                 3.26

PLACEMENT                                                    26.32

PARENT HELP                                                   0.75

STAFF CONSULTING                                              7.02

LOCAL RESEARCH                                                1.75

PUBLIC RELATIONS                                              0.25

PROFESSIONAL SELF-DEVELOPMENT                                10.53

CLERICAL                                                     15.79

GENERAL SCHOOL RESPONSIBILITIES                               3.76


THANK YOU FOR COOPERATING


FOR FURTHER INFORMATION WRITE  MISS A. FERGUSON
                               MARYLAND STATE DEPARTMENT OF EDUCATION
                               600 WYNDHURST AVENUE
                               BALTIMORE, MD, 21210
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EXHIBIT R--Continued

COUNSELOR NUMBER 218132

WEEK NUMBER 2

THE TOTAL NUMBER OF MINUTES REPORTED WAS 2145

ASCA CATEGORY	PERCENT OF TIME
PLANNING AND DEVELOPING GUIDANCE PROGRAM	2.80
COUNSELING	20.75
PUPIL APPRAISAL	1.40
EDUCATIONAL AND OCCUPATIONAL PLANNING	1.63
REFERRAL WORK	7.46
PLACEMENT	8.86
PARENT HELP	0.70
STAFF CONSULTING	3.73
LOCAL RESEARCH	0.
PUBLIC RELATIONS	1.40
PROFESSIONAL SELF-DEVELOPMENT	34.27
CLERICAL	14.92
GENERAL SCHOOL RESPONSIBILITIES	2.10

THANK YOU FOR COOPERATING

FOR FURTHER INFORMATION WRITE MISS A. FERGUSON
MARYLAND STATE DEPARTMENT OF EDUCATION
600 WYNDHURST AVENUE
BALTIMORE, MD, 2121

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